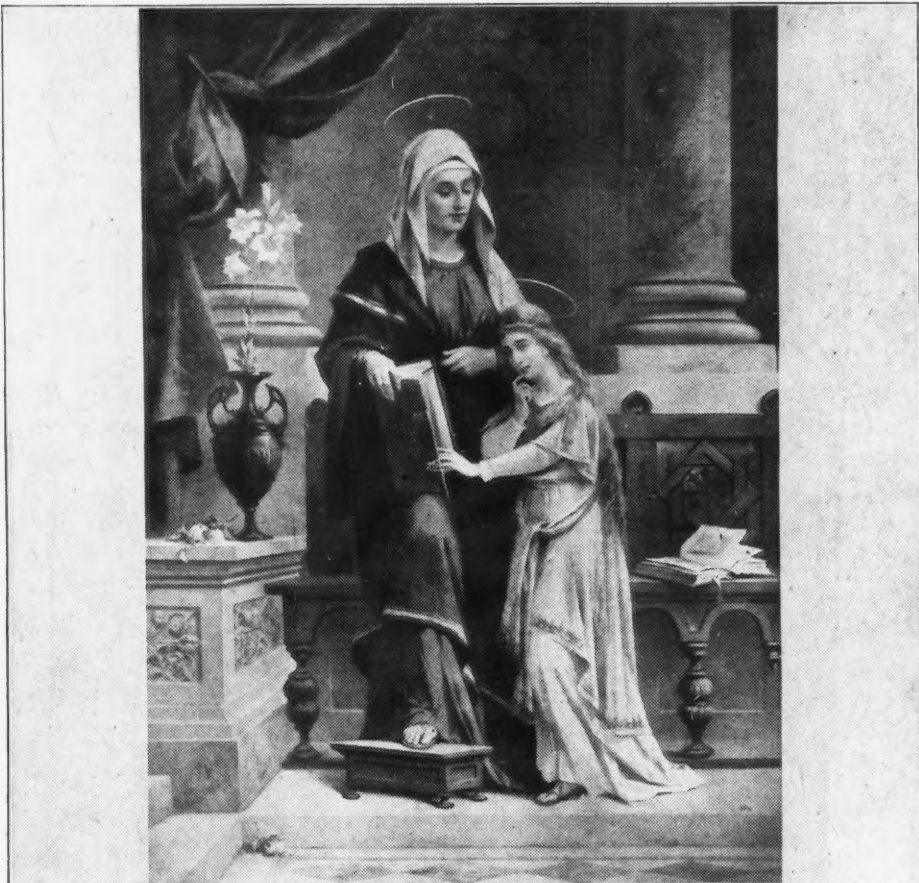


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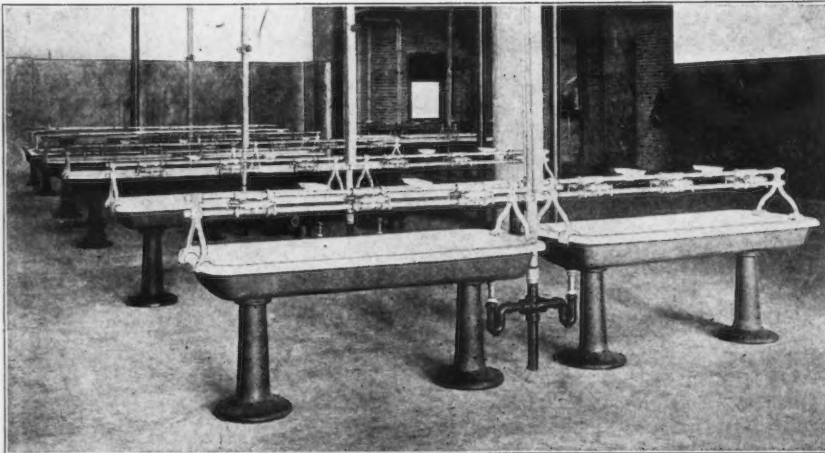
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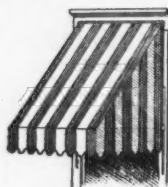
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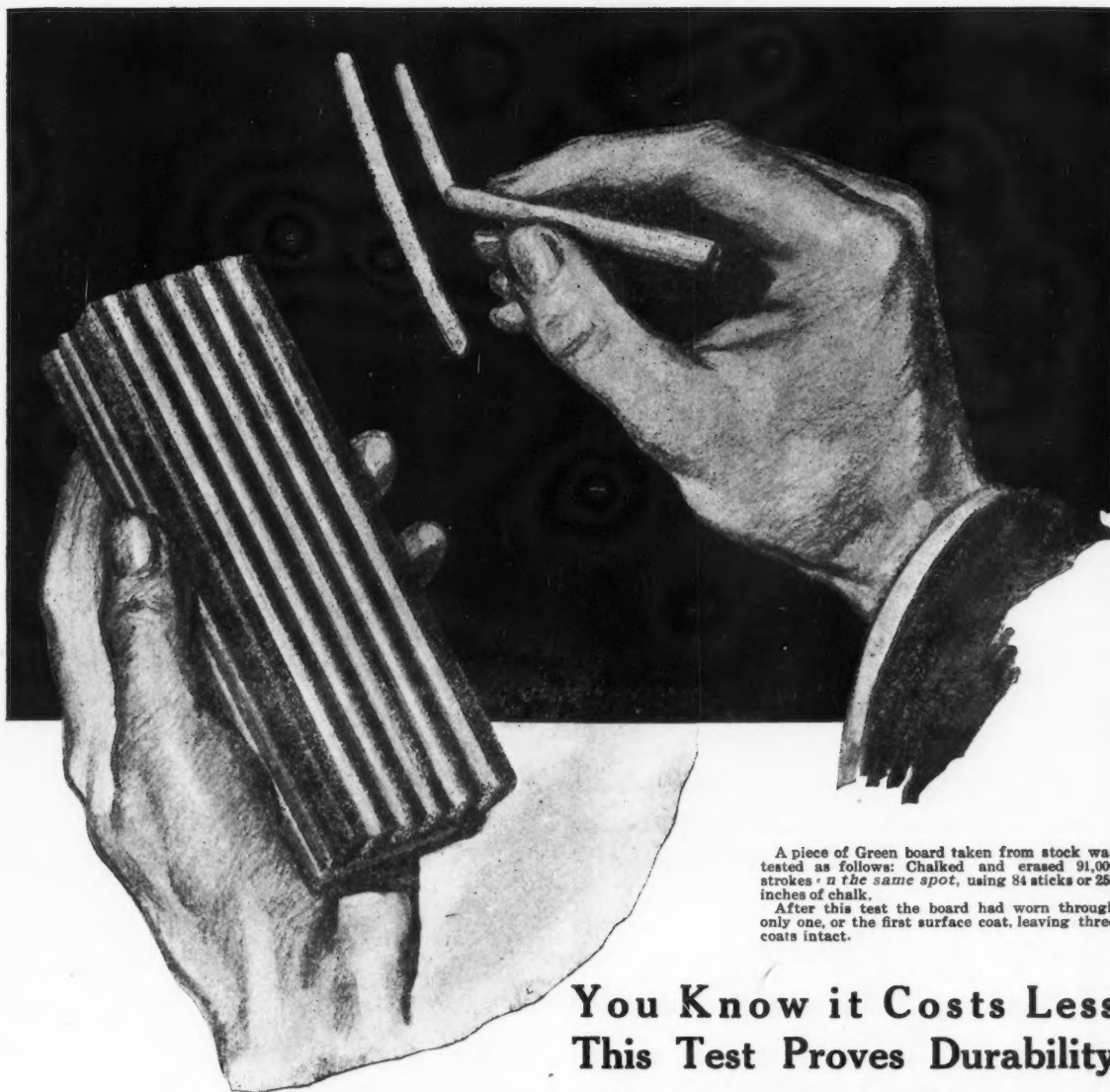
3. Maybe you can guess what a *gay* is; *ish* and *she* are already more difficult. But when it comes to deciphering *fyoo*, *oooo*, *ooooomn*, *oor*, etc., you must either surrender or take up the study of geometric and script shorthand.—Natural Shorthand has no use for such technicalities and curios. It does not want them, and does not need them.

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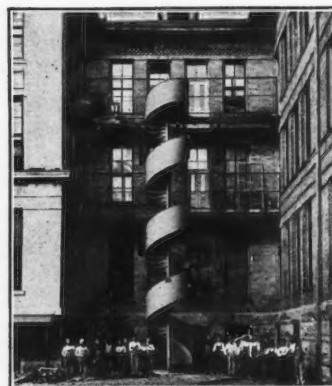
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MARY, QUEEN OF MAY. One of the least pretentious and most inspiring of the many volumes written about the Most Blessed Virgin is a thin, blue-bound book, published by the Ave Maria Press of Notre Dame, Indiana. The work is already a quarter of a century old, yet is singularly fresh and vivid. We refer to "Mary, Queen of May," by Brother Azarias.

Brother Azarias was a writer of distinction and a scholar of international repute; in witness thereof stand his "Essays Educational," his "Essays Philosophical," his "Phases of Thought and Criticism," his "Philosophy of Literature." But in this little book of Mary, the Queen, the scholar and writer stands aside and the simple, devout religious comes forward—the unassuming Christian Brother who has learned from his founder, St. John Baptist de la Salle, to look to Mary as the star of his life.

Now is an excellent time to read or to re-read the little book by Brother Azarias. It will prove to be something of a spiritual tonic; it will show how a manly man can develop in himself the reverence and tender confidence of a little child beside his mother's knee.

TRAINING FOR DEMOCRACY. In "The Second Line of Defense," Margaret Slattery has some pertinent things to say about the responsibility of the home today to rear aright the citizens of tomorrow. She thus indicates some of the duties of parents and teachers:

"The American home needs once more to be the center of inspiration for deeds that must be done for the new liberty and the true democracy, struggling more desperately than ever it has struggled since the world began to free itself from the bonds that bind. The intelligent American home created by two people who have had every material advantage is failing in its duty if, in these days when the world fights for the very existence of the principle of the right of the weak, they do not instill into the hearts of their children the fundamental principle upon which brotherhood is built.

"If parents permit their children to grow up in an atmosphere of autocracy and special privilege, it will mean not only shrinking their souls, warping their minds, cheating them of their rights as American children, but it will mean threatening the future of the Nation with more dire calamity than it faces today overseas.

"America calls upon parents * * * to look to their own sons and daughters; to teach them the meaning of love for God and love for man; to train them in ethics; to train them in a sincere hatred of shams, a deep love of truth, a passion for justice; to show them the folly of extravagance. * * * It is their right to be taught from the very beginning that no one on earth can legitimately get 'something for nothing,' that every human being owes something to his brother, and that work is the greatest gift of God."

All of which is very, very true. But how are we to teach these things? In the Catholic school—whence God has not as yet been banished—the children may learn the meaning of love for God, and they have an opportunity to grow in that love through the practice of frequent Communion and daily visits to the Blessed Sacrament. The Catholic Church in her moral theology has the best course in ethics extant, and that moral theology is the basis of the religious instruction imparted daily in the Catholic school. Children who day by day learn to know and love the true Church of Christ will inevitably acquire a proper contempt for shams and a correspondingly deep love for truth; and the folly of extravagance will be obvious to them who have learned to adore a Man-God abject and debased. The Catholic school is doing active,

constructive and effective work in the upbuilding of American character and citizenship.

"KEEP THE HOME FIRES BURNING." The spirit of study is in many ways akin to the spirit of devotion; it is a torch that must be passed along from one living hand to another. The teacher who has not the spirit of study, who does not love books—no matter how long may have been his teaching career or how great his reputation—is not and cannot be a true teacher. He may be a chain-gang conductor or a recitation-hearer or a grammar-grinder, but he is not an inspiration to intellectual effort: In his class there can be no "thought kindling itself at the living fire of thought," for the excellent reason that the fire is out.

THE LOVE OF BOOKS. Most helpful are the following excerpts from a talk to seminarians given years ago by the late Archbishop Ireland:

"Science as it is today is arrayed against Revelation. To go forth into this unbelieving world as the defenders of Christ's Revelation without a fund of knowledge, and without being able to use it with tongue and pen, were a crime. It **was a crime against God and His Christ.**

"I think a man may be judged by his library. When I go into a priest's study and see many books, and when he can talk about them, I say there is something in him. By taking in knowledge he is able to give it out. When you meet a man who talks of books, people may say it is **humility**, but I say it is **vacuity**. So my advice is, cultivate a passion for books; it will give you arms for the conflict.

"A love of books drives away the devil; it prevents idleness. Study brings down upon the mind the perennial freshness of eternal truth; it illumines the mind with the light which is not of earth. Then, love study, love it today, love it tomorrow, love it always."

GROW NOT WEARY. In the things of the mind a good beginning is truly half the battle; but it is not the whole battle. More than once we have seen teachers to whom, as students, it might well have been said: "You did run well; what hath hindered you?" In the midway of life there comes often a sort of "three o'clock fatigue," and the successful student-teacher too frequently succumbs to the temptation of taking things easy, of resting on his laurels. Now, that is fatal; for to rest is to rot. Horace knew this, and in his Third Satire he tells us:

"That guilty siren, sloth, must be avoided; or whatever gains you have made in the better part of your life must with equanimity be given up."

It is a sad thing to realize that some teachers, once ardent bookmen, are now not unlike the legendary man of leisure in Missouri. A traveler, so the story goes, was passing along a country road when he discovered a native languidly resting in the shade of a tree. They fell into conversation, and the native confided to the traveler that every day he was accustomed to sit in that same place for hours.

"But what do you do?" asked the traveler, who was probably from New York. "How do you pass the time?" The native shifted his corn-cob to the other side of his mouth.

"Oh," he explained, "I jest set and think."

But suppose you can't think?"

"Why, then I jest set."

REALIZATION. Some of the best sermons on temperance have come from drunkards; the best advice on discipline I ever received came from a man who couldn't

keep two cats; some of the wisest sayings about the importance of loving books and using books come from men who are so busy giving advice that they have no time to practice it. They know these things, but they are not blessed in doing them.

A man who has frequently lectured to teachers tells me that one source of amusement is this. He speaks of the necessity of reading, of studying, of keeping intellectually alive; he speaks pointedly and specifically, for there in the front row sits a man who needs the advice, and needs it very much. "Great Heavens!" the lecturer says to himself, "I hope I have not hurt his feelings." And he looks down again and sees the man in the front row smiling and shaking his head as though he would say, "That's good advice, and I hope it will do some of these young teachers good. I've heard it all before, and I know it all; but it may help men less experienced than I."

What is the trouble? Our friend in the front row—well, he doesn't realize. Dante had him in mind when he wrote: "To have heard and not retained a thing is not to know."

DON'T OVERDO IT. There is a limit to organization, to standardization. Admittedly a good, a necessary thing, organization, once it becomes too detailed, too inelastic, too rigid, will work positive evil. The trouble with the "mechanical" teacher is excessive organization.

There is such a thing as mechanical school management, too. Too many reports, too many mandatory schedules, too many coercive "suggestions," too much formality and formalism—these things indicate a hardening of the educational arteries. Red tape is a good thing—for a mummy.

If an institution is to be really alive and to do its live work in a live world, it must have room and opportunity for growth, for expansion, for the exercise of initiative. Excessive organization can produce only a corpse.

Railroad men have a pertinent story. It seems that a high official of one of our western roads was making a tour of inspection. He sent for an employee who had been favorably mentioned in many reports.

"I'm very glad to meet you," said the official. "I understand you have been in the service of the company for fifteen years."

"Yes, sir," replied the worker, "and during all those fifteen years I've never missed a day."

"Splendid! Capital! That's a habit that contributes materially to efficiency. Let me tell you that in addressing our men elsewhere along the line, I shall take occasion to pay a tribute to your punctuality, your regularity, your devotedness. By the way, what is your job?"

The employee shifted from one foot to the other.

"Well, sir, I don't know as it has any name. But I've been doing it every day, fair weather and foul, for fifteen years."

"But what have you been doing?"

"Why, every time a train pulls into the station, I grab up a hammer and run out and tap the wheels."

"Tap the wheels with a hammer!" exclaimed the official. "My good man, what on earth is the use of doing that?"

"I don't know," said the model workman. "Nobody ever told me."

Behold the victim of over-organization!

TEMPERAMENT. Temperament is indispensable alike in artistic creation and the manufacture of cheese. And genius is mainly temperament. So is teaching—real teaching. This truth and several others are well brought out by Professor George Herbert Palmer in his "Formative Types in English Poetry" (Houghton Mifflin Company, Boston). Poetry he aptly defines as a "fragment of reality seen through a temperament," or "the conscious transmission of an emotional experience to another imaginative mind." Before we get through these studies of Chaucer, Spenser, Herbert, Pope, Wordsworth, Tennyson and Browning, we become convinced that every poet is something of a teacher and that every real teacher is something of a poet.

A WORTHY IDEAL. Abraham Cowley has perceptibly faded as a poet, but he deserves to live as an observant and reflective sage. He was keenly interested in educational problems and in his essay, "A Proposition for the Advancement of Experimental Philosophy," says several things that modern educators would do well to take to heart. For instance, he thus indicates what the president of a college or the head of an educational society should be: "Some person of eminent quality, a lover of solid learning, and no stranger to it."

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Teaching Patriotism Through Literature.

By Brother Leo, F. S. C., L. H. D.

Professor of English in St. Mary's College, Oakland, Cal.



BROTHER LEO, F. S. C.

The American Catholic school fails to achieve its purpose and becomes a betrayer of its trust if it ceases to be a nursery of patriotism. Its motto is, **Pro Deo, Pro Patria**; and if on the one hand its duty is to foster the spirit of Catholicism in the children so that they may develop into intelligent and stalwart sons and daughters of Mother Church, on the other hand lies the equally obvious obligation of fostering and increasing in the children the spirit of Americanism—the spirit of love and service—so that they may grow up capable and willing sharers in the privileges and duties of American democracy. The distinctive thing about the Catholic system of education is that from the primary grades to the graduate courses in our universities the student faces year after year two symbols which should mean more and more to him year after year—the cross of Christ and the flag of the United States. And year after year—in school and out of school—he learns to recognize more and more clearly that between the two sacred symbols there exists, not antagonism, but constructive correlation; that he is a better Catholic because he is a loyal American, and a better American because he is a loyal Catholic.

Inasmuch as our schools are Catholic schools, they do their work and shape their ideals in harmony with the Catholic spirit. Therefore it is that, no matter what the grade or the subject, the teacher in the Catholic school contrives in some way or other to keep before the minds of the pupils the idea of God and religion. And inasmuch as our schools are American schools, they do their work and shape their ideals in harmony with the American spirit and the Catholic teacher co-ordinates the idea of patriotism with every lesson taught in every class. To point out how splendidly our schools have achieved this dual object in the past, particularly in the very recent past, would be an easy and a delightful task; but I leave it to publicists and orators, and, speaking here as a teacher to teacher, content myself with offering a few contributions to the methodology of teaching patriotism through literature.

To begin with, our children should be shown that patriotism has had a very significant part in inspiring the supreme literature of all races and all times. Much of the Bible, considered from a literary point of view, was fostered in the spirit of love of country: The Old Testament is impregnated with the intense patriotic fervor of the chosen people; and in the New Testament we have but to think of the character and history and writings of St. Paul to realize how patriotic ideals supplied edge and temper to his flaming sword of persuasion and truth. The awakening of race-consciousness, of national self-consciousness, is clearly visible in the Homeric poems, and patriotism was the very *raison d'être* of Virgil's "Aeneid." Love of country made possible all the great national epics of western Europe—in France the "Songs of Roland," in Spain the "Songs of the Cid," in Ireland the "Book of the Dun Cow," and, hand in hand with the spirit of Catholicism it was patriotism that brought into being the masterpiece of Camoens in Portugal, of Tasso in Italy, and that touched the lips of Dante with prophetic fire. Shakespeare's great series of historical plays is an epic of English patriotism in which the principles and the development of English democracy are enunciated and visualized. And in our own country patriotism has been the inspiration of our singers and our seers, from Hopkinson and Freneau to Emerson and Howells; and it is very significant

that some of our most excellent literature has come from the pens of distinguished statesmen like Washington and Webster and Lincoln and Roosevelt and President Wilson.

Such great and vital truths can be imparted to our children by bringing our pupils into intimate contact with the literature itself. Even in the lower grades they can be taught to memorize brief selections from American literature and from world literature voicing love of country and devotion to the flag. Some of our school readers might profitably eliminate much of their material bearing upon animal stories and meaningless fables of child life, and substitute bits of genuine literature recounting episodes in our nation's history, stories of eminent patriots of our own and other lands and embodying sound and authentic ideals of patriotism.

Again, in the teaching of English and American literature in the grades and in the high school due emphasis should be placed on the patriotic content of the texts. Thus, it might be pointed out that Longfellow's "Building of the Ship" would be but a very ordinary poem were it not for the fact that it is a splendid allegory inculcating faith in country and devotion to country, and that it is mainly its magnificent closing passage—an expression of ardent and inspired Americanism—which justifies its high place in the literature of our country. Similarly, our pupils must be brought to see that in Scott's "Lady of the Lake" we have not only a good story well told, but an embodiment of sound and stimulating patriotism; that in the Polish novels of Sienkiewicz and in the verses of Mangan, Davis, Ethna Carbery and the other Irish poets, we have presented a vivid sense of national greatness, a burning resentment against oppression and a confident faith in the ultimate triumph of national ideals.

Rightly presented, biography is invariably attractive to children; and in the grades—far more so, I think than in college—literary biography merits much of the teacher's attention. Instead of telling the children that Alcott built a summer-house without a door and that Landor is reported to have thrown his cook out the window, might it not be more to the purpose to dilate on Dante's passionate yearning for his beloved Florence through the bitter years of his banishment, to describe the intense devotion of Father Abram J. Ryan to Ireland, the land of his ancestors, and to the conquered banner about which he so touchingly sang; to show how Longfellow's fine American spirit enabled him to picture so appealingly the sorrows of the Acadians and how the breath of liberty stirred melody in the heart of the negro singer, Paul Lawrence Dunbar? Instead of seeking to damn Goethe with faint praise because he wrote in the (just now) *verboten* German tongue, might it not be saner and wiser to indicate that the author of "Faust" suffered a species of persecution because of his opposition to the intolerance of that same Prussianism which but yesterday the civilized world felt called upon to assail and defeat? And what lesson more suggestive of patriotism than the story told of Calderon, the great Spanish dramatist—how when war's alarms came to the country of his devotion, he sought to take his place in the army, but that—so precious was his literary gift in the eyes of his countrymen—he was forcibly restrained from donning his armor?

When material is sought for paraphrasing, imitation exercises, analysis and other pedagogical devices, the teacher who realizes his duty will draw copiously from the storehouse of literature passages and selections that are intrinsically worth while and that are susceptible of correlation with religion and patriotism. Scott's deservedly famous lines beginning, "Breathes there a man with soul so dead," Emerson's "Concord Hymn," Tom Moore's "Dear Harp of My Country," Shakespeare's great "King Henry Fifth" speech, "Once More Unto the Breach," Lincoln's Gettysburg address—these and scores of similar classics of patriotism afford excellent material for class work and are certain to impart to the children

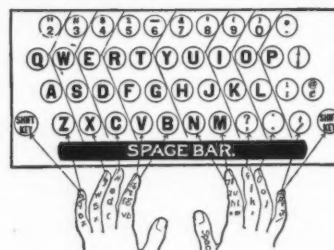
not only a sense of good form in prose and verse, not only that feeling for words without which there can be neither literary expression nor literary appreciation, but also that spirit of patriotism which it is the solemn and sacred duty of our schools to implant and to cherish.

After all, there is but one way in which a student can learn to know and love good literature, and that is to read the best and to read it copiously. Literature cannot be learned by preachment, by diagram, by statistics; it can be learned only by absorption; and in this matter of teaching patriotism through literature it is imperative that the student be brought into contact only with the **best**—the best patriotism and the best literature. Among the authors mentioned in Mr. Neumann's bulletin as available for class material are: M. Rihbany, Jacob Riis, Mary Antin, Angelo Patri, Carl Schurz, Alexander Irvine, Alleyne Ireland, Gustav Pollok, Edward Steiner, Robert Owen, Jane Adams, Professor Ross, Walter Weyl, Herbert Croly, John Brook and Wu Ting Fang. Most of the men and women listed are no doubt distinguished in some way or other—I readily confess to total lack of knowledge concerning several of them—but has anyone in the entire catalog produced real literature? It may be objected that they have all voiced American ideals in their writings. Even that statement is open to objection; but granted its truth for the sake of argument, does the fact that a man has manifested patriotism in his writings suffice to make what he wrote literature? Mr. Neumann seems to be under the utterly mistaken impression that we are to accept literature as the means and patriotism as the end; and in this respect he finds himself associated—possibly to his not inconsiderable discomfiture—with those good pious souls who would have us devote the literature period to the reading of wretchedly written religious tracts on the grounds that they are so edifying. Let there be no mistake here. Literature is not merely the means of teaching either religion or patriotism. Literature is a subject in itself and an end in itself; and when properly taught it can be helpfully correlated with patriotism and religion. But it is not properly taught when we assume that a given book must be literature because it is pious or because it is patriotic.

Indeed, I think that Mr. Neumann's pamphlet constitutes a grave danger to true education by reason of its total lack of literary discrimination. The class of children guided by a teacher who would accept the method and material of the pamphlet would be led to the preposterous conclusion that Henry George, Jr., is on the same plane with Sidney Lanier because they both have voiced American ideals. And—this from the point of view of patriotism as well as of literature—I question the wisdom of his lavish quotation from Walt Whitman. Mr. Neumann may or may not belong to the irresponsible order of Whitmaniacs who are impervious to argument and seemingly devoid of common decency and common sense; in any case he does American literature and American ideals scant service in introducing to American school children the foul-mouthed and discordant bungler with words whose vogue, however, slight and artificial, is a dismal commentary on American literary appreciation and American common sense.

Finally, as has been implied throughout this paper, we cannot rightly teach American literature unless we likewise teach world literature. In literature as in patriotism we need a sense of discrimination, a sense of proportion. In literature as in patriotism it is a truistic paradox that we don't know one thing until we know two. We are performing a very high patriotic service when we lead our children to realize our national limitations as well as our national glories; and in the field of literature we have limitations. Mr. Neumann has set down ten traits which he maintains are typically American; and several of them are. But we look in vain in his bulletin for the trait which is—thank God!—most typically American of all: **The true American is brave enough and bold enough to denounce inefficiency and sham and incompetency at home or abroad, in high places or in low.** It is this national trait which is not least among our incentives to hope for a glorious future in literature and in national life. It is this trait which may yet find the United States giving the world a startling exemplification of St. Thomas Aquinas's definition of humility—to know ourselves as we are in truth.

(The comments in this article are suggested by a publication of the Bureau of Education, Washington, D. C.)



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THE TEACHING OF SPELLING,

By Brother L. Francis, F. S. C.,
Christian Brothers' College, St. Joseph, Mo.

Spelling is a branch of our educational system sadly neglected in our schools. It is not to be supposed, that the neglect is intentional, nor that spelling is wholly set aside, but it receives the treatment a step-child receives in unfortunately too many families. The cause for this neglect is to be found in the fact that this important branch is not estimated at its true value and, in consequence, our youth is growing into manhood and womanhood with a lamentably deficient knowledge of it. As this lesson is conducted in many schools, it may well be set down as a mere farce and, under such circumstances, it were better to strike it from the curriculum rather than continue in the rut, into which many classes have fallen. The method pursued in too many instances is such as well-nigh to stifle in the child the love of its native tongue. Imagine a class of children, not small children only, but boys and girls well up in their teens, having to undergo the diurnal torment of spelling, either orally or in writing, a number of words, of the meaning and practical use of which they are wholly ignorant. This may look like an exaggeration to one not conversant with school matters, but it is, in unfortunately too many cases, literally true. Now, this is not as it should be. The spelling lesson is not to be confined to a mere mechanical process of mentioning, in due succession, the letters composing a word. Of what use can it be to any one to know the accurate spelling of a word, acquired by sheer force of memory, unless it be accompanied by the definition and a practical application in sentence-building. This requires assiduous preparation on the part of both teacher and pupil. Flimsy, off-hand sentences should not be accepted by the teacher, and he should be ready to assist the pupils by leading questions, when they fail in either definition or application. Of the various meanings attaching to a word, that most commonly met with, and which is, in consequence, most likely to fall under the observation of the pupil, should be spelled, if necessary, repeatedly; the definition should be given or elicited by leading questions and made so clear to the pupils, that none will fail to recognize the word and its meaning when they meet it again. Now the practical application is in order. Sentences must be formed employing the word in the sense just defined. If time permits, another meaning of the word should be taken up and treated similarly. In this manner should the lesson be continued to the end of the task assigned for the day. The sentence-building should not be left to haphazard. It must be insisted upon, that the pupils have the sentences prepared, if need be, in writing. Thus will this lesson become a most potent auxiliary to the teaching of English in all its ramifications. It will serve, as has been mentioned already, as an aid to sentence-building and, consequently, will in a great measure facilitate the teaching of composition, essay, and letter-writing. Conducting the spelling lesson unrelentingly day after day in this manner, it will be a most thorough preparation for all English branches, not omitting even the study of classics. Teachers who rush this lesson through in the quickest manner possible, and who are content with the mere spelling of words without insisting on the definitions being studied and recited by the pupils, and sentences constructed, deprive the latter of a powerful aid for their further progress in English.

Two methods are resorted to in teaching spelling, the oral and the written. Each has its votaries. Writing is favored by many teachers. The argument advanced in its favor is, that the students will not be required to spell orally in afterlife, that they will not carry on a continuous spelling bee to the end of their days, and whatever other vacuities may be brought forward to prove the great advantage of written over oral spelling. Such arguments, if they deserve that name, prove conclusively, that he who advances them does not understand the subject in all its bearings. They are, however, too puerile to deserve serious consideration, for they evince lack of thought and reflection. To be of real and abiding value, the spelling lesson must accomplish more than the mere written or oral spelling of a word. A pupil rises and spells: a-b-s-t-r-a-c-t, and then says, abstract; another follows in turn and says: c-o-n-c-r-e-t-e: after going through with this feat, they sit down again in an unsatisfied manner, but dare not say anything, for fear of a fall of the barometer. If the lesson consists in nothing but this, if nothing else is accomplished, it may well be accounted

a loss of time, and Johnnie and Jimmie aforementioned have every reason in the world to be unsatisfied. In the first place, the meaning must be accounted for. The two words spelled above require adroit treatment on the part of the teacher, in order to make their meaning clear to the pupils. Then the pronunciation and accentuation must not be lost sight of. Neither of these can be taken care of in writing. To be sure, it could be attended to after the writing, but experience shows, that the lesson is at its end, when the writing is accomplished. While written spelling need not be entirely eliminated, oral spelling must be insisted upon and should by all means receive the lion share of the time allotted to this lesson. It will require the teacher's entire attention and energy to correct the pupils of the many blunders in pronunciation and accentuation unfortunately so common among a great many, who delight in considering themselves as belonging to the educated. It is wholly impossible, for lack of space to enter here upon this subject in detail. Were the entire issue of this paper at disposal, it could contain but an infinitesimal portion of the words so commonly mispronounced and misaccented. One or two examples must suffice. Count the vast number of people who pronounce the word "orchid" as though the "ch" were sounded as it is in "chapter," while Noah Webster informs us very clearly that it should be pronounced like "k." Consider the hosts who sound the "i" in "genuine" like that in "pine," while it should be sounded like that in "pin." As to accentuation, take the much abused word "address," stressed by thousands upon thousands upon the first syllable "ad," while the stress should be placed upon the second syllable "dress." Again, "baptism" is stressed by very many on the second syllable "tism," while it should be accentuated on the first syllable "bap." These and many other blunders of a similar nature must constantly be battled against in the class room, in order to enable the pupils to speak their vernacular with even only a very moderate degree of accuracy. The last word in the last sentence is another instance of maltreated words. How very many are there not, who accentuate "cu" instead of the first syllable "ac." Of course we would not for a moment entertain the suspicion, that there could be found anywhere a teacher who himself would be guilty of such unspeakable blunders; for a teacher it would be indeed and in very truth an offense, and a heinous one, because to him or her the pupils look for correction and instruction on such matters and, failing to get them from him or her, where will they obtain them? Where will they look for them? To such a teacher, if he should exist, as well as to him and her, who would content themselves with mere routine spelling and, of necessity, with routine lessons generally, and who, perhaps, at the same time try to convince themselves that they are accomplishing great things, may well be applied the words of the Royal Psalmist: "Magna vires, et cursus celerimus, sed praeter viam," great efforts, and rapid progress, but all beside the mark.

Of course, it goes without saying, that none of the things recommended above can be accomplished or even attempted, unless the teacher is able to maintain and does maintain strict order at all times, not merely during the time when lessons are in actual progress, but also outside of class hours, e. g., while the pupils assemble morning and noon, and similarly after class hours, when there is an occasion of detaining some of them for a time, which should be of very rare occurrence. They must not be permitted to enter the room or any other part of the building with their heads covered, making known their entrance with a whoop or an ear-splitting whistle, but must be required to remove hat or cap before entering and then proceed to their appointed places in silence, seat themselves in silence, and review some class-work in silence until lessons begin. Unless this is insisted upon, there will be no order during the day. All works on pedagogy, both ancient and modern, insist most earnestly on maintaining rigorous silence without which no order can be hoped for. To be sure, if the teacher is a chatter-box, the pupils will be the same. In the pedagogical works penned by St. John Baptiste de la Salle, the founder of the Institute of the Brothers of the Christian Schools, for the guidance of his disciples, commonly known as "The Christian Brothers," are found the following paragraphs, showing clearly, in part, how he wishes the work, which was so dear to his heart and for which he suffered untold hardships and privations during its inception and initiatory stages, to be carried on by his disciples: "He (the teacher) is not to allow the pupils to talk or play in the

class room at any time, not even during freetime, so as to habituate them to respect it. * * * Rarely to allow the scholars to speak to him (the teacher) and then only in a low tone; when they ask useless questions to make no reply. * * * To prohibit all outcries of merriment in the class room, even during the intervals of relief from study in order to insure respect, and make the scholars feel that the place itself is one demanding continued silence." These words of the sainted founder should impress upon all who have elected to be of his disciples the obligation they are under of complying unquestioningly with his law. The great value of his pedagogical works is proven beyond cavil by the fact, that they have been adopted for use in their schools by many orders of Catholic lay teachers; that they bear the imprint of ecclesiastical authority and thus show the approval of the holy Church.

The blessing of God will infallibly rest on teachers who live and work within the lines laid down for their guidance by the authorities placed over them by an all-wise Providence; they will succeed in the same measure, as they are faithful in the observance of the regulations given them; but they will as infallibly fail, and fail utterly, notwithstanding all external appearances to the contrary, should they set aside this guidance and advice, in order to follow their own narrow views, in the difficult task of educating that portion of God's flock which is dearest to His Divine Heart.

CLOISTER CHORDS.

Sister M. Fides Shepperson.

MY BIRDS.

Red is the royal color. The bird with but a shaft of shining crimson is in a class all its own. The charm of the flicker, the robin, the ruby-throat, the sap sucker, the Red-wing, the Tanager, the red-head woodpecker, the cardinal—is the charm of color, the bold appeal of the royal red.

The man born blind, starving to express his conception of color through the medium of sound, said: "Red is the trumpet blast, the clarion call to battle." Why is the bull aroused to maddened activity at sight of the red scarf waved by the matador? Why do the little children dance as the cardinal alights and cry aloud in glee, "The red bird! O the red bird!"? And why do nature's grown up children watch with perennial pleasure the glint of red flashing among the trees as the wood-pecker passes?

Red is the color of life as held in impenetrable mystery by the blood. When blood is flowing, life is flowing. Where blood is, life is;—hence red is, symbolically—Life.

The male purple grackles were our first birds of spring. They came late in March. The robins appeared a few days later, then came the flickers, sap suckers, blue birds, brown creepers, and mourning doves. The meadow lark might be heard—though not seen—early in April, and song sparrows, vireos and warblers.

The best time for bird observation is when the birds first arrive from their southern homes, and before the leaves come out on the trees. There is a freshness of coloring, a vivacity, and an indefinable charm about these early visitants. They seem to carry with them the joy of their successful flight and of the good secret that impelled their coming. Many things may, indeed, be of relative importance in this so vast world, in the starry universe; but only one thing is of absolute importance for them, and that is—their nest. Mechanically they do what unerring instinct urges them to do. They are wound up to do what they do, and go right automatically. They kill without murdering, and rob without doing wrong. The woodland war of nail and claw is all a subtly balanced game, incessant and inevitable—but of upward trend and not in vain.

I heard last night, far up in the heavens, the call-notes of migrating birds. Large flocks flitted across the moon, and others followed, and still others, as straggling specks, passed with moon-lit clouds.

Were my night flyers thrushes, warblers, vireos, flycatchers, juncos, sparrows, or bobolinks? I thought I recognized the *chink chink* of the bobolink—it may have been the *chirp* of warblers, it was not the soft whistle of the thrushes. I know not what birds were passing overhead, nor whence, nor whither—but I felt that all was well. Their swift certainty of direction, their protective numbers, their vigilant call-notes told of a well-planned journey that would end successfully.

I have read that, during the migrating seasons, the night skies are often thickly studded with birds from dusk

to dawn. An ornithologist tells us that "on the night of September 14th, 1906, at Madison, Wis., no fewer than 3800 birds calls were heard from one place. * * * And at times so many calls were heard that it was evident the air above was thronged with birds."

I have read that the Golden Plover goes from Argentina, S. A., to nest on the Arctic shores, a distance of 8,000 miles; and that the Arctic Tern travels from the unknown Antarctic continent over 11,000 miles of land and sea, to its home-rock on an island in the Arctic.

"He who from zone to zone

Guides through the air thy certain flight,

In the long way that I must tread alone,

Will lead my steps aright." —Bryant.

My birds are gone, the moon-lit heavens are still. Brave little wanderers somewhere in the far cold sky—take my blessing with you, and share with me your courage and your confidence. He in whose plan all earth moves blindly is your guide—and mine. The homing instinct calls us home; we follow as He leads us. From Argentina up to Labrador, from Hawaii to Alaska, from Antarctic to Arctic—our migrants hasten to the home-rock. From shore to shining shore, from mystery unto explanation, from exile to our Patria—the homing instinct calls us home; we follow as He leads us.

IDEAL AND THE REAL IN LIFE.

Life is a school. A real school, under a wise teacher, is not to minister to the whims and caprices of the pupils. A boy is not to be allowed to shirk his lessons and waste his time merely because he is fond of pleasure and is indolent.

Life is a school in which we are to be trained by duty for a happiness that is perpetual. Life is not intended for mere ease and comfort. Sloth and selfishness have no place and are not factors in working out our salvation. To take up your cross means self-denials and work. The question that conscience and duty often ask is: "Why, stand you here all the day idle?"

The cherished but false ideals of life are wealth, ease, comfort, pleasure, pomp and vanity. These do not produce contentment and happiness. Who says so? Solomon, who had wisdom, wealth—and experience.

VOCATIONAL TRAINING.

The need of industrial, or as it has come to be more generally called, vocational training, is now universally acknowledged. In the interest of the nation as well as in that of the workers themselves, this training should be made substantially universal. While we cannot now discuss the subject in any detail, we do wish to set down two general observations. First, the vocational training should be offered in such forms and conditions as not to deprive the children of the working classes of at least the elements of cultural education. A healthy democracy cannot tolerate a purely industrial or trade education for any class of its citizens. We do not want to have the children of the wage-earners put into a special class in which they are marked as outside the sphere of opportunities for culture. The second observation is that the system of vocational training should not operate so as to weaken in any degree our parochial schools or any other class of private schools. Indeed, the opportunities of the system should be extended to all qualified private schools on exactly the same basis as to public schools. We want neither class divisions in education nor a State monopoly of education—From report of the National Catholic War Council on "Social Reconstruction."

ANNOUNCEMENT.

Prof. F. J. Washichek, of the Academic Dept. of McGill Institute, Mobile, Ala., whose pedagogical articles are appearing in the Catholic School Journal announces that he is open to engagement for Catholic Summer School or Institute work from June to September.

For a number of years Dr. Washichek taught in Illinois Public Schools and for the past thirteen years has been at the head of the Academic Dept. of McGill Institute. He has also had considerable experience in Public and Catholic School Institute work on Pedagogy, Methods of Teaching and School Management.

Diocesan School Boards and Religious Communities desiring preprofessional training for their teachers during the summer may communicate with him at 8 Chamberlain Ave., Mobile, Ala.

NEWS NOTES OF INTEREST.

The Very Rev. John Cavanaugh, President of the University of Notre Dame since 1905, has announced that in accordance with a new Church regulation he will relinquish his position as head of the University. The change will take effect at the close of the school year, July 31st.

The diocese of Winona, Minn., will finance the enlargement of St. Mary's College in Winona. St. Mary's College is an educational institution for boys, and is in charge of secular priests. The program outlined several years ago, and stopped by the war, will be carried out.

The Illinois Supreme Court has denied the appeal of Bishop Dunne of Peoria, in the case to restrain the erection of a county jail near a parochial school in Rock Island. The case was returned to the state court by the Supreme Court of the United States.

Rev. John B. Creedon, S.J., President of Georgetown University, has announced that Marshal Ferdinand Foch, the world's most beloved hero, had promised that, if conditions are such that he can visit the United States in the early summer, he will be the guest of the University during his stay in Washington.

Cardinal Mercier, the primate of Belgium, has informed the American congressmen who are visiting Brussels, that he would visit the United States next October.

At the sixth annual spelling match recently held in the county building of Chicago by civil examiners, a class of 225 pupils from both public and private schools in Cook county was given a list of fifty words to determine their proficiency as spellers. The word "recommend" was one of the difficult ones encountered in the test and a casual inspection of the winners, shows that the parochial schools are fairly well represented therein.

The officials of the census bureau, Washington, for the religious statistics for the period ending December 31, 1916, give Catholic Church membership as 15,742,262, or 37.4 per cent of the total church membership. The average number of church members to each minister in 1916 was 219; while for the Catholics the average was 776 for each priest.

Rt. Reverend Edward J. Walsh, S. J. has been appointed military inspector of the New England colleges that have Student Army Training Corps. At present his headquarters are at Harvard University.

Columbus College, located at Chamberlain, S. D., will be moved to Sioux Falls.

One of the largest Catholic Colleges in the northwest will be built in Sioux Falls, involving an expenditure of about \$250,000. It is in charge of the Viatorian Fathers.

On April 7 the Christian Brothers throughout the world celebrated the Second Centenary of the death of

their hold Founder, St. John Baptist De La Salle. By special Papal Indult, the Mass of the Holy Founder was allowed to be celebrated on that day in all the houses of his Order throughout the world. Owing to the Lenten season the public celebration of the 200th anniversary of the holy Founder's death has been postponed.

The Laetare Medal for 1919 has been conferred upon Mr. George L. Duval, of New York City. For many years the great University has conferred this honor each year, on Laetare Sunday, upon some Catholic layman distinguished for exceptional service to the cause of Church and humanity.

On Sunday, March 23, Rev. Father Dandurand began his one hundred and first year. This event was celebrated in St. Boniface, Canada, on March 25, when this famous centenary, first Canadian Oblate and dean of the whole clergy sang Mass in the St. Boniface Cathedral at 9 a. m.

Rev. Father Damase Dandurand, O.M.I., received a cable from Pope Benedict XV congratulating him on the occasion and blessing him.

Fully two hundred Notre Dame men served their country either in the Army, Navy or with the Marines according to a recent estimate of a committee appointed to select an appropriate memorial which will bear the name of every N. D. man who served.

The pupils of St. Peter's School, Mercier, Kan., have been awarded first prize in the State War Savings Stamp campaign. The contest was open to all schools of Kansas, regardless of creed or color.

Right Rev. Thomas J. Shahan, S.T. D., Rector of the Catholic University of America, has been made an officer of the Legion of Honor by the French Government.

School Law Modified.

The measure providing for state regulation of the parochial schools of Nebraska was finally adopted by the Nebraska Legislature in April. The Catholics and Lutherans of the State were successful, however, in having the most objectional provision of the measure as originally proposed eliminated.

Identity of text books and equipment of private and parochial schools with those of the public schools is eliminated in the bill. Examination and certification of teachers by public school officials is retained, as is supervision of grading and promotion of pupils. The provision ordering the closing of any private or parochial school failing to comply with public supervision is retained, but applies only after final determination by the proper officers that the school concerned has failed to comply with the law or with lawful orders of public school officials. Control of the private or parochial school by its own officials as to text books, employment of teachers and general management is specifically permitted, as is also complete freedom of religious instruction.

The original bill would have made it practically impossible for parochial schools to exist.

New Books
The Gregg Publishing Co.
Educational Publishers

New York Boston Chicago San Francisco

WALSH'S BUSINESS ARITHMETIC, by John H. Walsh, Associate Superintendent of Schools, New York City, author of the Walsh Arithmetic Series.

Even your girls will like this book because it deals with real living problems. Problems of the home, the farm, the store, the factory, the wage earner, the professional man, of interest alike to girls and boys, all treated in a way that will catch and hold interest. Teaches the fundamental principles of accounts and prepares for the formal study of bookkeeping. From beginning to end the business way is emphasized. Teaches the student to change his motto from "Slow but Sure" to "Quick and Accurate." Vitalize your arithmetic instruction by introducing this book next September. Attractively and substantially bound in cloth, 504 pages.

CONSTRUCTIVE DICTATION, by Edward Hall Gardner, A. M., Associate Professor of Business Administration, University of Wisconsin; author of "Effective Business Letters" and "New Collection Methods."

Mr. Gardner's latest production will meet the approval of every teacher who believes in the idea of a closer correlation of the advanced shorthand and business correspondence instruction. Every teacher of shorthand is aware of the tremendous influence dictation has upon the English of the student. Mr. Gardner has made his book an educational force instead of a mere collection of dictation material without rhyme or reason. The book teaches business English along with the acquirement of skill in the technique of shorthand writing. It is a pioneer book—sure to accomplish results. 376 pages, bound in cloth, illustrated.

INTRODUCTION TO ECONOMICS, by Graham A. Laing, A. M., Instructor in Economics and History, University of California.

A complete and vivid picture of modern economic organization. Deals extensively with our present-day banking system, including a thorough treatment of the Federal Reserve Act of 1913; foreign trade; theories of value and exchange; and economic conditions growing out of war. Not a made-over college textbook, but written especially for high school pupils in language that they can understand. While the course is elementary it is at the same time comprehensive, and lays a thorough foundation for the college course. Bound in cloth, 400 pages. Ready May 15.

AMERICAN IDEALS: SELECTED PATRIOTIC READINGS, by Emma Serl and William J. Pelo, A. M. (Harvard).

The Baltimore Sun in reviewing this book says: "It would be hard to overpraise this little volume. It ought to be used as a textbook in every school in America. It is designed for use in seventh and eighth grades and junior high schools, but its appeal is far wider than that. Much of it is suitable reading to quite young children, it is good reading for the college boy, and it is worthy of a place in any adult's library. It is, in fact, quite remarkable how much inspiring patriotism and fine literature have been condensed into its 150 pages. 'American Ideals' is a little mine of patriotism, an altogether admirable book for any school or any family." 150 pages—illustrated—list price 69c. Suggestions for teaching (supplied to teachers only) 25c.

Send to nearest office for complete list of our new publications.

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DISCONTINUANCES—If it is desired to close an account it is important to forward balance due to date with request to discontinue. Do not depend upon postmaster to send notice. In the absence of any word to the contrary, we follow the wish of the great majority of our subscribers and continue The Journal at the expiration of the time paid for so that copies may not be lost nor files broken.

CHANGES OF ADDRESS—Subscribers should notify us promptly of change of address, giving both old and new addresses. Postmasters no longer forward magazines without extra prepayment.

CONTRIBUTIONS—As a medium of exchange for educational helps and suggestions The Journal welcomes all articles and reports, the contents of which might be of benefit to Catholic teachers generally.

THE CATHOLIC SCHOOL JOURNAL,

Member of The Catholic Press Association.

445 Milwaukee St. MILWAUKEE, WIS.

MAY, 1919

May 20 to June 20 has been designated as "saftey first" month. Schools, churches, fraternal organizations, factories and clubs will be enlisted in the campaign.

Teaching stage by stage, every stage complete, is the only sound method of teaching. General, haphazard notions of a subject is not knowledge. The system which builds soundly as it goes brings the surest reward. To teach a subject well, you have to gradually bring your pupils up to a stage beyond that which it is necessary to go. It is only progressive teaching, the little bit built daily, which carries all the pupils forward. The "long view," the effort spread over a long period of time, is the safest method of teaching.

All the great educators, from Plato to St. Ignatius Loyola, and from Locke to Froebel, agree on one thing that true educational methods must cultivate the interest of the pupil. And the object of education is not so much knowledge as conduct.

From where are to come the heroines whom the Church needs today? From the academies where the lives of the Sisters are the strongest protest against all the perils of fashion. This is the great mission that our Catholic academies stand for today. Woman is the great influence for the good, the true, the beautiful and the holy. Because she is the life of the home all the great social, civic, and personal virtues which uplift humanity are in her hands. To the home, where woman is queen, man returns

from the busy outer world to inhale some of the sweetness, and then goes forth to scatter far and wide the fragrance of the rose.—Archbishop Ireland.

Advocates More Schoolhouses.

"Previous to our entrance into the war we were spending in the United States a hundred million dollars a year on new schoolhouses, but at this rate we were in no wise supplying the need. Hundreds of thousands of children in the lower grades were on half-time attendance, and millions attended schools in houses wholly unsuited to school use, according to modern standards—badly ventilated, poorly lighted, and otherwise unsanitary.

"For the two years of our participation in the war schoolhouse building almost ceased, and there are now both the need of 1916 and the accumulated need of the two years of the war, larger than in normal times because of the unprecedented shifting of population.

"To supply these needs will require not less than five hundred million dollars of building, to be completed by the time of the opening of the schools in the fall of 1920. It is very important, therefore, that legislatures, county and city councils, and boards of education all over the United States immediately take the necessary steps for this building and for the raising of money necessary for it.

"If there be danger of an over-supply of labor during the period of demobilization and readjustment, and a consequent lack of employment for the men returning from the army and from the munition plants, such a schoolhouse building program will be no inconsiderable factor in the solution of this problem of employment.

"If such of the large amount of accumulated building materials of the War Department as are suitable for school buildings can be had for this purpose it may reduce the cost for raw material considerably.

"In view of the part which popular education must play in the new era there can be little or no objection to any expenditures for building that may be necessary for the full efficiency of our school systems."

P. P. Claxton, U. S. Commissioner of Education.

Never Too Old to Learn.

Socrates, at an extreme age, learned to play on musical instruments, for the purpose of resisting the influences of old age.

Cato, at eighty years of age, began to learn the Greek language.

Plutarch, when between seventy and eighty, commenced the study of Latin.

Boccaccio was thirty years of age when he commenced his studies in polite literature, yet he became one of the three great masters of the Tuscan dialect. Dante and Petrarch being the other two.

Sir Henry Spelman neglected the sciences in his youth, but commenced the study of them when he was between fifty and sixty years of age. After this time he became a most learned antiquarian and lawyer.

Colbert, the famous French minis-

ter, at sixty years of age returned to his Latin and law studies.

Ludovico, at the great age of one hundred and fifteen, wrote the memories of his own times.

Ogilvy, the translator of Homer and Virgil, was unacquainted with Latin and Greek till he was past fifty.

Franklin did not fully commence his philosophical pursuits till he had reached his fiftieth year.

Dryden, in his sixty-eighth year, commenced the translation of the "Iliad" and his most pleasing productions were written in his old age.

Catholic Free Schools Go Back To Days of Apostles.

The Catholic Church was the first to establish gratuitous teaching and free schools, says William P. H. Kitchin, in "The Irish Rosary." Pre-Christian educators surrounded the acquisition of knowledge with obstacles and mysteries; the schools of the philosophers were closed to the uninitiated; the rhetoricians and grammarians exacted heavy toll for their lore. But the Church and her leaders threw open the feast of knowledge to all. She went out into the highways and byways to compel the indifferent to enter.

St. John the Evangelist is said to have established a school at Ephesus; St. Polycarp one at Smyrna; in the catacombs of St. Agnes, side by side with the chapels where the Christian prayed, were the schoolrooms where the catechumens were taught. De Rossi found in the cemetery of St. Calixtus the epitaph of a humble Magister Primas; two well-known martyrs, Sts. Cassian and Flavian had been schoolmasters.

The catechetical school of Alexandria, founded by Pantaenus, made illustrious by Clement and Origen, embraced all the knowledge of the time, and was a worthy precursor of the universities still to come. As far back as the third century free schools and libraries begin to form around each great cathedral, and churchmen spared no pains to attach to themselves promising pupils who gave indications of becoming eminent professors in mature life.

Nearly every city in the Old World can point to some great saint who inaugurated the reign of science in its bosom, and who, too, trained up suitable successors to carry on and propagate his work.

Poems of Uplift and Cheer

THE HOLY HOUR.

It is the Lord's Hour—do not tarry!
Cast aside all Earthly cares—come ye men,
Bask in the warmth of His dear Presence.
He comes to us—with us He dwells again—
Oh! how swiftly speeds this blissful hour!
I feel His Heart so very close to mine.
His Being, mine—His love thrilling me—
And my Soul softly breathes—"I am Thine!"
My senses lulled, my heart aflame—
I fold my hands and wait—I know He hears,
Tho' no words my burning lips can form—
I love—I gaze upon Him—and my tears,
Bear to His dear Heart, so close to mine.
My hopes, my prayers, that will never cease.
"Oh! let me Love Thee More and More!"
Till with Thee, Lord, I find true lasting peace."
—Mother Augustin.
Rayne, La.

[illegible]

LITTLE STORIES FOR ORAL AND WRITTEN LANGUAGE

Carrie R. Starkey, Milwaukee, Wis.

WHY THE BLUEBELL WAS LATE FOR THE PARTY

Little Blue Bell was sleeping peacefully in her dark chamber when she heard a gentle tapping, tapping at her chamber door. "Who is there?" she asked. "I am the melting snow leaving the earth and I want to come in and get warm." "Go away," said Blue Bell, "I do not want any melted snow in my chamber." By and by she heard another gentle tapping at the door. "Who is there?" she asked again. "I am the Spring rains and I want to come in." "Go away," said Blue Bell, "I do not want any rain in my chamber," and once more she went to sleep. A third time she heard a knocking at the door and this time it was louder. "Who comes knocking at my chamber door?" cried Blue Bell. "I am the Merry Sunshine and I want to come in and play." That sounded better, still Blue Bell was afraid to open the door. Merry Sunshine still kept knocking and calling to her to open the door. Finally Blue Bell opened the door just a crack and in rushed the Merry Sunshine and the Spring Rain. They took Blue Bell by the hand and ran up and up and up. When they stopped running, Blue Bell found herself in a beautiful garden where the tulips and daffodils and crocuses were having a May party. "My, this is grand," said Blue Bell. "You foolish little flower," said the Spring, "you might have been here long ago if you had not been afraid," and that is why Blue Bell was late for the party.

DO YOU KNOW WHAT IT WAS

Betty the young hen went out for a walk one bright, sunshiny day in May. Mother Biddie had told her not to go out of the chicken yard, but Betty the young hen wanted to see something of the world, and when Mother Biddy was not looking she slipped thru the gate and down the road she hurried. It was a grand walk. There was lots of fine gravel on the way and Betty stopped to scratch all she wanted to. There was lots of grass to eat and she chased many grasshoppers who were out for a stroll. She found it a very bright and happy world and she walked on and on. Finally she came to a big white building where the door stood wide open. "That is an awfully big chicken coop, I'll just go in and have a look at it," said Betty. She poked her nose into every corner but she could not find any nest. After a long search she found a box just big enough to hold a tired little hen. Into this Betty jumped and was soon resting peacefully. "I am glad I am seeing something of the world," said Betty. "Tomorrow I'll go farther and when I return home what lots of things I'll have to tell the other hens." Just then she heard a frightful noise that made her little chicken heart almost pop out of her throat. Nearer and nearer it came, and before Betty knew what to do a big black monster with two eyes, bigger and brighter than the sun, came running right into the chicken coop. "Honk, honk, honk," the big thing cried and Betty was so frightened she flew clear up to the ceiling. Round and round the coop she flew, cackling and cackling for her mother to come. At last she found the door and escaped into the road. Her little legs never stopped running until she reached her own coop. She flew onto the perch beside her mother and told all the chickens about the terrible experience she had just had. Betty, the young hen, never cared to roam again.

WHY THE BROOK LAUGHS

"Little Brook, little brook, why do you laugh?" called a saucy Blue Jay from a nearby tree. "I laugh because I see so many funny things," gurgled the brook as he leaped and danced over his bed of pebbles. "Old Ice King has been holding me fast all winter and would not let me run and play. But the Spring Sun came and warmed me so I was able to break his icy fingers and now once more I can run and leap over the pretty pebbles and watch the funny things that

come to life at this season of the year. I saw the ferns uncurling their leaves, the violets were putting on the purple robes and the cowslips their yellow dresses. The pussy willows were throwing away the little grey hoods and the dogwood was covering its red branches with green leaves. The apple trees were sending forth their green leaves and getting their pink buds ready for a bouquet. I heard the first robin call to his mate to come and make a nest in the maple tree and I heard the woodpecker pounding the old apple tree. The little fishes that sleep in my arms all winter are awake. They are switching their tails and stretching their fins ready to swim. The frogs, who think they know how to sing, hold concerts every night and every morning the meadow lark wakes me up with her sweet song. The birds and beasts all drink of my water and the green things all come to life at my touch. This is a very happy old world, Mr. Blue Jay, and you who go south every year and never know what a long, dark winter means, can never know the joy of Spring. That is why I sing, Mr. Blue Jay," and the merry little brook went leaping and dancing on his way, calling upon all living things to join him in the merry chase.

GOLDIE LOCKS' DREAM CAME TRUE

For a whole week the sunbeams have been forced to stay behind the clouds, for it was raining and raining and raining every day. "I do not like to see nothing but the backs of clouds," said one little sunbeam, "I believe I'll try and force my way thru and see what the earth looks like on a rainy day."

So away she went. She found a place where the clouds were not so thick and thru the mist and rain she forced her smiling face. It was a very dismal world that met her gaze. Everything was dark and cold and wet and there were no happy children at play anywhere. She rested for a moment on the tops of the trees as she came earthward, and immediately the trees lifted up their heads and were glad. She caressed the lilac bushes and they rustled their leaves with gladness. She kissed the little violets and they opened their glad faces to the world. Everywhere she went she caressed the things that came in her path and immediately they became glad and looked brighter. She dried the feathers on the birds in their nests and they burst into happy song.

She found her way to the cottage where little Goldie Locks lay sleeping on a bed of sickness. She warmed her toes and she warmed her nose. She patted the little hand that lay outside the coverlet and she kissed the cheek so white and wan. All day she played around the room where Goldie Locks lay. The little girl dreamed happy dreams of summer days when she played upon the green grass with other children. When she awoke she felt better. "O, Mother," she cried, "I have had such a happy dream. I thought the sun was shining and I was playing on the lawn." Just then she saw the sunbeam and tried to catch it with her little white hands. "O, stay with me, happy sunbeam," she cried. The sunbeam heard the glad cry and as the sunbeam went to her home in the golden west she promised to come every day until Goldie Locks' dream came true.

THE FLAG'S POINT OF VIEW

It was Decoration Day and all the flags were flying. There were big flags and little flags, silk flags and cotton flags, new flags and old flags, flags that were tattered and torn with long service and flags that were dirty, just plain dirty, because they were neglected. This is a very sad thing to say about a flag. Our flag, which stands for liberty and love, should never, never be neglected, and the little boy or girl who neglects to care for her flag is not patriotic and will never make a good soldier. The flag does not like being neglected and one dirty flag

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THINGS FOR LITTLE ONES TO MAKE

Mrs. Louise H. Peck

Kindergarten lessons may be taught with simple material found in every home or school, if only the mother possesses, with the play spirit, the idea of working toward perfection in every smallest thing. Never discourage any effort, no matter how crude, but remark: "You have worked well, and next time your work will look even better." If possible, do the work yourself first, alone, so that you may explain it clearly when working with the child. Never take a child's work to show him how to do it. Show him with another piece. His work is strictly his own.

The following suggestions are for children of all ages, from four-year-old's to grown-up's, and it is much more fun when different ages work together. For our fun, we need only flour or prepared paste, and the newspapers which have been folded carefully away, waiting for us all this long time.

Chains—Cut the white margins from several newspapers, very straight and all the same width. Then cut these in strips five inches long, all exactly the same length and with ends cut straight. Take one strip and paste ends evenly together to form a ring, holding for a moment until the paste catches. Slip another strip thru this ring, paste the ends as before, and now we have two rings, one linked within the other. Go on in this way until a long chain has been made. Sometimes brown wrapping paper strips may be alternated with the white newspaper strips. Later, make chains that will teach numbers—one brown, one white, two brown, one white; three brown, two white; using all kinds of combinations.

Don't cut the strips for the children. The preparation of their own material is a wonderful part of the lesson.

When several long chains have been made, they may be swung to music or singing, or used as a jumping rope, swung back and forth slowly, but not over the head.

Pussy Chains—These are also made from evenly cut margins, and in as long strips as possible. Lay the ends of two strips across each other at right angles and paste together. Fold the under strip over across the pasted end of the upper strip, but do not paste. Keep on folding one strip over the other at exact right angles until they are used up. Paste on other strips to make the chain longer, and paste ends together to finish.

These chains are pretty made of two colors, and may be used as decorations for a Christmas tree or as a rope for jumping or to hang on the wall.

Paper Sticks—Now let us make some paper sticks for laying patterns or pictures on the table as we would with toothpicks. Cut a strip from the white margin or from the printed paper, half an inch wide and twelve inches long. Dip one corner of one end in water and begin to roll tightly at a slant. Keep on rolling tightly, holding the tip with the right hand while the left holds and rolls the strip. When completely rolled into a paper stick of five or six inches, hold firmly and fold over the end. No paste is needed. This makes the old-fashioned lamp-lighter or spill. Illustrated newspaper sheets make pretty variegated sticks.

When fifty or more of these sticks have been made, use them for laying pictures of houses, trees, fences, and other objects. Sometimes we bend the sticks for roofs, curves, and corners. If the child wishes to keep a pic-

ture, have him make a penciled drawing of it in a scrap-book prepared of smooth wrapping paper. All kinds of geometric figures may be made with paper sticks—oblongs, squares, circles, triangles, and so on.

The bent sticks are kept in one box, the straight ones in another. In still another box we have all kinds of queerly bent paper sticks. These are our jackstraws, and we make our wand for lifting the sticks from a longer strip of rolled paper bent at the small end to make the hook.

Paper Pipes—These are made of whole sheets of newspaper, rolled into long loose cylinders, measuring three or four inches across the end, the ends being folded or bent tightly in toward the center to keep the pipe from unrolling. To make water pipes, slip the end of one into the end of another, and lay as many as are desired, following the mopboards or anywhere else about the room.

These rolled sheets may be stood on end for a stockade fence, or placed across each other to build a log house.

Stepping Stones—Half sheets of paper placed on the floor, a long step apart, make good stepping stones over a running brook, the floor being the "water." Care must be taken to step straight and squarely on the paper to avoid slipping. The game is a fine one for developing quick balance. Sometimes we play "Eliza crossing the ice," with the dolls held tightly in our arms.

Castles—Roll doubled sheets of newspaper into cylinders, big short ones, and big high ones. Look at some good castle picture and see how to pin the cylinder towers together, with long balconies. Good draw-bridges and portcullis may be made by skillful fingers, also a moat from brown paper. The growing castle in the corner of the room has been known to make a whole family study pictured castles as never before, and when every one helps in the building there is more than a castle being built.

BENNIE

Cunning little Bennie,
Eyes just dance with glee,
Loves to run and jump and shout,
Climb the apple tree.

Just look through his pockets,
Course a piece of string,
Wound around a fish hook,
Funny little thing.

Here I find a horned toad,
Piece of broken glass,
Grandma's worn-out thimble,
Now a bit of brass.

Here's rusty knife-blade,
That's what cut his thumb,
Bottom of this pocket's
All stuck tight with gum.

Now the blue blouse pocket
Seems to hold a lot,
Dirty little handky
Tied up in a knot.

Inside there's a penny,
Looks quite green and damp,
Says that he will spend it
For a Saving Stamp.

What, Bennie's on the 'phone, now,
At Dreamland, did you say?
And would like his pockets ready,
For another day!

—Rebecca Strutton.

GAMES AND PLAYS FOR SCHOOLROOM AND PLAYGROUND

ROLL BALL

(Goal Game.) Players in a circle. One player in the center is "It." He has the ball which he tries to roll on the floor so that it will pass between two players. They try to stop it with feet or hands. When he succeeds in rolling the ball out, the player at whose right the ball passed out must change places with him. The ball must not leave the floor and must not be kicked.

CENTER BASE

(Tag Game.) Players in a circle, a ball or other object placed in the center. Choose one player to be "It." This player takes the ball and hands it to another player. The player receiving it must replace the ball in the center of the circle and then try to tag the one who is "It" before the latter can touch the ball. Either player may run around or thru the circle in any direction. If the one who is "It" can touch the ball before he is caught, he may be "It" again. If he is caught he goes in the circle and the chaser is "It."

PASS AND TOSS RELAY

Two rows form a group or team. Each group must have the same number. The two rows face each other. Front player of one line has a ball. When the teacher gives the signal to start, the ball is passed as rapidly as possible from player to player of that line. The last player tosses it across to the last player of the other line and immediately crosses over and stands beside that player. The ball is passed up the second line to the front and across to first line, front player in second line crossing over after passing. Lines keep moving to make room for the players who cross. Continue till player who had ball at first gets it again after passing entirely around to his original place. Group first completing the relay wins. Ball must be handled by every player, or a foul should be called.

Later two balls may be used, the second ball starting at rear end of second line at same time first ball leaves front end of first line. May be played in an open space, but in this case lines must be drawn on floor at front and rear of rows and end players must stand on these lines.

OVERTAKE

(Relay.) Players in a large circle in a clear space. Number around the circle by ones and twos. The ones played against the twos. One team should be marked by a paper pinned on handkerchief around arm, or some other way that will make players easily distinguished. Each team has a leader standing near the center of the circle, and each leader has a ball. At a signal from the teacher each leader tosses the ball to one of his team, who quickly tosses it back. It is tossed to each one of the teams in turn and tossed back, going around the circle blockwise. Each team tries to overtake the other. The one finishing a round first is given a score. Repeat, going in opposite directions. Each leader may begin each time with any player of his side. The side first getting ten scores wins.

MEET AT THE SWITCH

(Individual Contest.) Teacher stands in front of the room, a bean bag in each hand. Two players stand ready and at a signal each takes one of the bags from the teacher's hands and they run around the room in opposite directions, passing at the rear of the room like cars on the switch, each turning to the right. The one returning the bag to the teacher first wins. This can be made a group contest by having two teams, counting a score for each winner, and seeing which side gets the most scores.

TWIRLING

(Imitative.) There should be a leader for each group of six to ten players. The leader grasps each player in turn by the arm and gives him a pull and a whirling motion vigorous enough to make him turn around once or twice but not enough to cause a fall. On gaining his balance the player must stop in the first position assumed and stay in that position until all are "twirled." Before doing this the leader tells them how they must try to look, as: sad, merry, dignified, cross, etc. When all are in position the leader inspects the positions and expressions and chooses the one who does best for the next leader.

MAZE TAG

Players standing in an open space so as to make straight rows both from front and to rear and from side to side. A runner and a chaser are chosen. Players all face same way and grasp hands with those on each side. Chaser tries to tag runner, going up and down the rows but not breaking thru or going under arms. The teacher aids the runner or chaser by commanding "right face" or "left face" at the proper time. At this command the players drop hands, face, and grasp hands in the new direction, thus blocking or opening a passage for one of those who are running. Two chasers may chase the same runner, if tagging proves difficult. Choose new runners at frequent intervals.

BAG PILE

(Relay.) Players stand between rows of seats. Put 10-15 bean bags on front desk of each row. At the signal the first player takes the bags one by one and passes them down the line. The last player places the first bag on the floor and piles the rest as they come on top of it. The first row to get its bags stacked wins. The player who stacked the bags then brings them to the front and becomes first player for the next time. When each player has had a turn at stacking the bags, see which row has won the most times.

TEN TRIPS

(Relay.) Players in groups of three, with the three in a straight line ten to twenty feet apart. Each group has a ball. The center player has the ball, and at the signal he throws it to another of his group, who must throw it to the third, over the head of the first player; the third returns it to the one in the center. When he receives it the center player says "One Trip," and begins as before. The group completing ten trips first is given a score; the first to make ten scores wins the contest.

CORNER SPRY

(Relay.) Place a group in each of the four corners, N., S., E., W. Four captains stand in the center facing their groups, each having a bean bag. At the signal each captain tosses the bag to the first player of his group, who returns it to the captain. It is passed in this way to all the players, and when it reaches the last one the captain calls "Corner Spry," at which the first player runs out and becomes captain, and all the players move up one place, and the former captain takes the last place. Each player thus is captain in turn, and each tosses the bag to all the players before calling "Corner Spry." The team whose original captain comes to the captain's position and receives the ball first after all the rest have served wins the contest.

ARCH GOAL BALL

(Relay.) Two baskets are placed on the floor or on hooks at any convenient height. A throwing line is drawn fifteen feet from each basket. Players in two teams, lined up behind the two throwing lines, facing the baskets. Each rear player has a basket ball. A small

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A METHOD IN HISTORY TEACHING

Louise L. Kidder, McKinley School, Berkeley, California

In response to a request that I describe my method of teaching History, let me make clear at the outset one thing: I do not teach History. I teach children how to learn history, or better, how to study history. I, too, study history with them, and tho I have been so studying it for lol these many years, I still sometimes learn history from them.

Ours is a social method. We follow the text, and lessons are assigned as per usual from time immemorial. But there we forsake the beaten path, and turn every one to his own way. Having read the text, each child, by use of reference books, maps, globes, crayon, paint, modeline or what not, studies the lesson by using his hands as well as his head. He makes pictures, models or picture shows, he acts out the lessons, he imagines himself to be the historical character, he dresses to represent that character, he plays original games, in fact does anything that a child can plan to express his thought. What he has worked out he contributes to the class as his offering for the good and pleasure of all. And since no two work out the problem in the same way, interest never flags, variety is infinite, each contributes, each is a recipient. The dull round of questions to which each should return an identical answer has disappeared and boredom has gone with it.

The teacher provides the inspiration, encourages originality, helps to find material, listens to talks, but so far as possible eliminates herself as conventional director of classroom activities. Her one thought is that children must learn their own lessons, not alone the lesson of the textbook, but lessons of self-direction, of concentration, of self-control, of courtesy, of consideration for others. Children want to learn. They should be given freedom to think for themselves, to learn their own lessons in their own way and to express themselves in a variety of ways.

Given this freedom, children are so interested that I often hear at 3 o'clock, when classes are dismissed, "May I work after school tonight?" or "How early will you be here in the morning? I want to finish my map." I am in the habit of going to school very early, but I nearly always find someone there waiting with a model he has finished at home and is anxious to show and explain, or someone who wants to finish some work that can be done only at school where he can have the right reference books and the use of paste, paper or modeline.

One morning, a short time ago, when I opened my classroom door, I found two boys down on their knees, each with a sheet of wrapping paper about four by six feet, books, crayons, scissors and several maps, drawing a map of Europe showing where important events of the World War had taken place. Theirs were no ordinary maps. They were full of life, and every mark was full of meaning to the boys who were drawing. They were making the maps not because they had been told to, but because they wanted to. The class was studying the war, and they were learning their lessons by showing real submarines sinking real vessels, aeroplanes, trenches, barbed wire entanglements, the German army in Belgium, the battles of the Marne, Verdun, the sinking of the Lusitania, the work of the Red Cross. Here and there there were the flags of the Allies and the United States. These maps were wrinkled and dirty by the time the boys were ready to recite from them to the class, but they were full of history, and that was all we cared for them.

These boys caught that morning disregarding union hours were from the Low Sixth class. With them, in another part of the room, was a boy from the Low Fifth class, fixing a motion picture reel in an H—O carton with a crank to turn as he showed the class the life of John Smith. A little girl worked out a stage setting in a pasteboard box, and was putting her scenery in order so that she might show the settlement of Georgia and the struggle with the Spaniards at the South. Several others were making models which should illustrate

the adventures of Ulysses on his return from the Trojan war. They were all so interested in what they were doing that they were not talking to each other; neither did they know that the door had opened until they heard my exclamation of surprise.

And so the work goes on from day to day, in school and out—new stories in the textbook, new thoughts as the lessons are read and studied, new expressions of the thoughts either by oral recitation or by handwork, and the lesson is learned not for the day, not for some dreaded examination, but for all time, because the thoughts were their own thoughts and the expressions of those thoughts were original with them.

There is real joy in learning in this way, and the teacher is happy because she knows that she is giving the children an opportunity to grow mentally, physically and morally in the most natural way.—Sierra Educational News.

LITTLE STORIES

(Continued from page 66)

from the window of little Johnny's home cried out his troubles to the May Breezes.

"You think I am a dirty old flag," he cried, "but I am no older than the pretty bright flag across the street. We are twins and were bought at the same time, but the little girl across the street loves her flag and she takes good care of it. She never leaves it out in the rain and she takes it down every night at sundown, just as she should. The little boy who owns me is a lazy little boy who soon got tired of taking me down every night. He never rolled me up as he should do, but just threw me any old place and finally did not take me in at all. He let me stay out in all kinds of weather. The rains came and soaked my pretty dress, then the frost came and froze me stiff. The cold winds blew so hard they tore my dress and the hot sun faded my colors. Every night the dew would make me wet and before the sun had time to dry me the wind would blow the smoke and dust on my dress and make me look dirty. It is not my fault that I do not look clean and bright like my twin across the street. I wish I belonged to a nice little girl who would take good care of me."

Just then lazy little Johnny came round the corner with his new straw hat perched on one side of his head. The May breezes saw him and they said: "We will make him work for once in his life," and the May breezes, usually so gentle, grew very strong. They caught lazy Johnny's new straw hat and carried it down the street. Johnny gave chase, but the May breezes carried it farther and farther away until Johnny had run about a mile. The torn flag smiled sadly as he saw the lazy boy run after his new hat, but it did not help the flag any. From Johnny's window the faded old flag is still flying and everybody knows that a lazy boy lives there.

COME FORTH

Come forth, come forth,
From the South and the North;
Bring woodbine and pansies and the pinks with you;
Bring roses the rarest,
Bring lilies the fairest,
And these on the graves of the soldiers we'll strew.
Come forth, come forth,
From the South and the North;
And march to the graveyard with reverent tread;
Pay tribute most tender
To each brave defender
Whose lifeblood long since was gallantly shed.
Come forth, come forth,
From the South and the North;
Forget party struggles and strife for today—
Hail one and the other
As brother and brother,
And lavish the blossoms on blue and on gray.

—Susie M. Best.

STORIES WITH SEATWORK IN READING, LANGUAGE DRAWING AND HANDWORK

By Laura Rountree Smith

A MAY-DAY STORY

ON PRIMROSE HILL

One bright May morning Mother Goose took a walk on Primrose Hill.

She said, "It is time for housecleaning, and time to make garden. I will call Tom, the Piper's Son and Little Boy Blue."

In the twinkling of an eye they were at her side, and blew their horns, and all the Mother Goose children came out to see what was happening.

Mother Goose cried,

"Clean your house, work away,
For it is the month of May,
Make your garden, don't delay,
Welcome to the merry May."

All the Mother Goose children were willing to help their neighbors.

First they helped the Old Woman Who Lived in a Shoe.

Jack and Jill got a bucket of water and Poor Simple Simon tried to carry water in a sieve!

Polly put the kettle on for the water to boil, and soon the Old Shoe looked good as new, inside and outside.

Peter White tried to help, too, but he could never walk straight, for he followed his crooked nose!

Next day they went to the house of the Old Woman who lived under the hill, and soon they had her house clean from top to bottom.

"What about Mother Hubbard's House?" asked Jack.

"What about The House That Jack Built?" asked Jill.

They cleaned house for Mother Hubbard and even put a leg of lamb in her pantry.

The Old Woman of Leeds brought her a basket of jelly.

Next, they cleaned the House That Jack Built and Mother Goose said, "Hurry up, children; do not forget any one."

Then Miss Muffet remembered the Old Woman Who Lived in a Hat, with her Cat Grim-Skin, and Bo-Peep thought of Old Mistress McShuttle, who lived in a coal-scuttle, and one old woman was so interested in the May spring house-cleaning that she went up seventy times as high as the moon, to sweep cobwebs from the sky.

Tommy, who kept a chandler's shop, sold all his mops, and the Chimney-Sweep was very busy.

Curley-Locks polished silver and washed dishes from morning until night.

Next, the Mother Goose children began to make gardens; Willie Boy helped them rake, and Humpty Dumpty sat on the wall and told them to plant seeds in even rows.

He said,

"A man of words and not of deeds,
Is like a garden full of weeds,
For when the weeds begin to grow,
Then, doth the garden overflow."

Bessie Bell stood by the garden gate and called to the children, "Bring the rake, bring the hoe, bring the wheelbarrow."

No one could understand the Girl in The Lane Who Couldn't speak plain, and Mistress Mary was quite contrary but her pretty Maids stood in rows singing,

"Ply the spade,
And ply the hoe,
Plant the seed
And it will grow."

Suddenly they all heard a bell ring.

They thought Pussy was in the well.

This bell only rang to call them all to a party next day.

All the Mother Goose children had cleaned house so

well and made such wonderful gardens that they were invited to Queen Pippin's Hotel.

They were invited in the merry month of May.

"Little Queen Pippin once built a hotel,
How long and how high, I'm sure I can't tell,
The walls were of sugar as white as the snow,
And the jujube windows were placed in a row,
The columns were candy and all very tall,
And a roof of choice cake was spread over all."

Everyone wanted to bring something for the party.

King Arthur made a pudding.

The Queen of Hearts made some tarts.

Peter Piper picked a peck of peppers.

Jack Sprat brought a pig.

Tommy Tucker sang his newest song, and they had Hot Cross Buns and pease pudding to eat.

Miss Muffet said, "I do not need to fear any spiders."

Jack Horner and Simple Simon said, "We do hope we may have some pie."

Jack Sprat and his wife helped set the table and everyone was happy, tho the Pussy Cat ate the dumplings and Little Betty Blue lost her holiday shoe.

All the Mother Goose children came to the party except Polly Flinders and Elsie Marley and the Ten O'Clock Scholar. Why do you suppose they did not come?

The Mother Goose children sang songs and guessed riddles. Tommy Tucker sang,

"One, two three,
I love coffee,
And Billy loves tea,
How good you be!
One, two, three,
I love coffee,
And Billy loves tea."

Can you guess the riddle they did?

"There was a little green house,
And in the little green house,
There was a little brown house,
And in the little brown house,
There was a little yellow house,
And in the little yellow house,
There was a little white house,
And in the little white house,
There was a little heart." (A Walnut)

Mother Goose was happy in merry May and all her children were happy, too.

Polly Flinders did not come to the party because she sat among the cinders.

The Ten O'clock Scholar did not come because he was always late.

Elsie Marley did not come because she lay in bed too late to hear about the party.

When the feast was over the Mother Goose children sang a merry song. They sang,

"Merry are the bells, and merry would they ring,
Merry was myself, and merry could I sing;
With a merry ding-dong, happy, gay, and free,
And a merry sing-song, happy let us be!"

SEAT WORK BASED ON THE STORY

Take from dictation or the blackboard or copy from cards on which the story is hektographed.

Write answers in complete sentences.

What did Mother Goose want the children to do in May?

How did she call them together?

Whose house did they help clean first?

Cut and paste the Old Woman Who Lived in a Shoe and all her children.

Let each child make any kind of a shoe he pleases.

Some of the shoes will lace, some will button.

What did Jack and Jill do? What did Simple Simon and Polly do? Why couldn't Peter White help?

Look up each of the characters mentioned in Mother Goose so far, and copy the verse about them.

Whose house did they clean next? Cut and paste the house and its surroundings.

Model or cut Mother Hubbard's House and cupboard.

Model or cut everything for herself, her house and dog. Make a list of things needed for any cupboard or shelf.

Write briefly and illustrate "The House That Jack Built."

Cut and paste to illustrate the verse about the old woman who lived in a hat; model her cat. Cut and paste Mistress McScuttle, the fireplace, coal scuttle, dog and cat.

Copy the verse about the old woman tossed up in a basket 70 times as high as the moon.

Cut and paste Tommy and his chandler's shop! (A chandler is a merchant.) Make the sign, "Chandler's Shop," in fancy letters.

Make Curley Locks in the kitchen, cut her dishpan, dishes, stove, teakettle, etc. Cut her again sitting on a cushion sewing a seam. Copy the verse "Curley Locks, will you be mine?"

Take a shoe box for your garden, cut slits in it, make flowers and place in even rows in the slits.

Make the garden tools, place in slits, write on every tool and flower its name.

Draw Willie Boy with his rake from a live model.

GAMES AND PLAYS

(Continued from page 68)

rubber ball or bean bag may be used. Set a length of time for play—three to five minutes. On signal the ball is passed forward with both hands over the heads of the players until it reaches the front, when the front player throws for the goal. Whether he makes a score or not, the thrower gets the ball, runs to the rear of his line, and the play is repeated. The side having the most scores when time is called wins.

Ball Game—Players in two teams of as equal playing ability as possible. Numbers may be equal or not. The playing space may be a basket ball court or any smaller space within definite boundaries. Stretch a rope or tennis court net across the middle of the court at a height of six or eight feet. Use a basket ball, volley ball or soccer ball. Send one team to each side of the net and give the ball to one side. Select an umpire, a score keeper and a time keeper. The umpire is to call the score, the score keeper is to write it down as it is called, and the time keeper should call time at the end of half the time set for the play. When the umpire calls "Play," one player of the side having the ball throws it over the net with the object of making it strike the floor in the opponents' half of the court. The opponents try to catch the ball before it strikes, and then throw it back. If the ball hits the floor in the opponents' territory it is a score for the side throwing it. Each side has a captain, who should station the players about the floor so as to leave no part unprotected. Smaller players should be stationed near the rope; strong throwers and good catchers near the back. In calling the score the captain's name is mentioned, as "Score for John," "Score for Ruth." It is a foul to hit the rope, to throw the ball under the rope, or to throw it outside of the opponent's court in any direction. A ball thrown outside counts as a foul only when the opponents do not touch it. A foul gives a score to the other side. When time is called for the first half the players change sides, the ball is given to the side that did not have the first throw in the first half, and a rest may be given if needed. The side having the largest score at the end of the second half wins.

BLACK TOM

(Tag Game.) Mark two lines on the floor, dividing playing space into three equal parts. One player is "It."

He stands in the middle space and the other players in one end. When he calls "Black Tom" three times all the other players must run thru the middle space to the other end, and he tags as many as he can. If they do not start promptly he can go after them and can tag them at any time until they reach the other end space. All who are tagged must now go in the middle space and help catch the others. Only the one who was "It" at first can call the players legally, and if any of them run into the middle space when anyone else calls, or when any other call is given than "Black Tom," they are considered as caught without being tagged. The one who is "It" may call "Red Tom" or "Blue Tom," and such calls must not be counted toward the three calls. When all are caught another game begins, with the first one caught as "It."—Michigan State Educational Department Bulletin.

SCATTER THE FLOWERS

(Air: "Tenting" on the Old Camp Ground")

We come with gifts of flowers sweet

For each dear soldier's grave;

We'll cover the mounds where they gently sleep,

Those boys so true and brave.

Chorus:

Many are the boys who are sleeping for aye

Under the sod and dew;

Many are the hearts sending love today

To those brave boys in blue.

Scatter the flowers, scatter the flowers

Over the soldiers' graves;

Scatter the flowers, scatter the flowers

Over the soldiers' graves.

We'll honor the graves of our soldiers dead,

Who heard their country's cry,

Who left their homes and fought and bled

And died for liberty.

We'll bring them today the violets blue,

And roses red and white;

Those colors bright they bore so true

For God and home and right.

—Ada Simpson Sherwood.

DECORATION DAY

Here bring your purple and gold,

Glory of color and scent!

Scarlet of tulips bold,

Buds blue as the firmament.

Hushed is the sound of the fife

And the bugle piping clear;

The vivid and delicate life

In the soul of the youthful year.

We bring to the quiet dead

A gentle and tempered grief;

O'er the mounds so mute we shed

The beauty of blossom and leaf.

Rich fires of the gardens and meads,

We kindle these hearts above!

What splendor shall match their deeds?

What sweetness can match our love?

—Celia Thaxter.

FOR MY COUNTRY

I ought to love my country,

The land in which I live;

Yes, I am very sure my heart

Its truest love should give.

For if I love my country

I'll try to be a man

My country may be proud of,

And if I try I can.

She wants men brave and noble;

She needs men brave and kind.

My country needs that I should be

The best man she can find.

—Selected.

PICTURE STUDY

Mrs. Annie Smith Ninman, Formerly Art Department, A. and M. College, Stillwater, Okla.

THE PAINTING, "TWO MOTHERS,"
AND THE ARTIST, ELIZABETH
GARDNER

May is the month of new and promising life; it is the awakening of all of nature to the call of mother earth under the influence of strengthening sun rays and warm rains. The miracle of life is pure and lovely and holy, whether it is the life of the matured tree giving forth its blossoms of white or yellow or magenta, or that which forms the miracle of motherhood with the giving of her first blossom of life. It is in May that our thoughts are given in praise and honor of our mothers, expressed by the spoken word, the written thoughts and by the arts of music and the brush. Art to us is an expression of some aspect of life. God is the master artist and a mother his noblest work of art—for he knows how true the stalk must grow to rear so rare a flower as the gift of life.

The picture of *The Two Mothers* is a story which embodies the message of pure mother love in the first tender blossoming of motherhood. It is expressive of a great capacity for human feeling which has given to the artist the power to create ideally a revelation of motherhood altogether charming in its simplicity. To put into picture speech an expression for the visual and mental eyes of the ideal in motherhood and childhood, which has been felt by the artist, is to develop by means of art an internal love, sympathy and esteem for that aspect of life. To enoble one's conception of face and form all feeling of false pride, of fear or evil must be vanquished from the heart of the painter and from the countenance of the model, lest the semblance of an ideal character be destroyed. *The Two Mothers* as a picture is the ideal and the real in humanity glorified; it is an unified interpretation of a universal interest and a presentation of facts with the spirit of the facts.

For a revelation of mother life, of tender thoughts and of loving attendance based on a realization of facts observed, the painting of *The Two Mothers* is a true manifestation. Miss Gardner has awakened within us a thrill for new life and a new joy of beauty in her pictured ideal of an appreciation which must truly come to one thru association with daily pleasures experienced in the range of human emotions. The life portrayed in the painting is that of the Brittany peasants in France—a class of hard-working, meager-lived people, toiling in the fields and in their homes from early morning until the coming of night. As a people they are contented with their lives, their care of little ones and the coming of each day's duties. The peasants of France are not wanderers but live from year to year in the quiet villages on the edge of the farm lands; their huts are low and crudely constructed, undecorated and furnished with necessities only. In the home the women and children go about in their bare feet and often as they go along the dusty country lanes. It is in the stubby fields that the heavy wooden sabots are worn for protection during the hot months.

Life for the peasant mother and her children in her home consists of homely duties. Meals are prepared over the fire in the fireplace in the one room which serves so many purposes. The door is thrown wide open, the low window is also open, allowing the sunlight to enter and to brighten the room for visiting, for supping and for rest, and giving to the sparsely furnished room a feeling of warmth and hospitality. The peasant father and mother raise food-giving animals and fowl in their narrow courts. The shelter for the animal life is often built onto the peasant's home, bringing the fur-covered animals and the feathered flock near to their doors. Indeed the door invites the fowl to enter just as much

as it does the peasant folk. A home scene of a peasant woman and her babes in arrested home activities has been depicted by Miss Gardner. The painting portrays a generalization of the essential characteristics that evidence peasant life.

The picture of *The Two Mothers* creates for us the ever new and understood story of mother love, conveyed by attitude of the mother and child and the fluttering hen with her chicks. The child leaning against her mother's knee is interpretative of a child's faith and dependency; of a child's desire for mother love, mother care and mother guidance. The mother's arm holding close to her stronger body the little form of the girl and the pressure of her hand relate of a mother's interest and of her delight in the dependency of her first born. The nearness of the infant's crib, with its precious burden carefully strapped within, further evidences the mother feeling of love for the life that is hers to watch and to guide in its development. It is natural that the older child in its growth has awakened to the activity and the interests of growing things about her. The bird life, before the child, holds her interest thru her own experiences. For her, the hen with her clucking to her birdlings and the guidance of the little chicks toward the finding of the grain scattered on the floor are but echoes of her own mother's calling and feeding of her own tiny self. In the feathered mother the child recognizes a mother love for her little ones; she is cognizant of the obedience of the chicks to the mother call and the mother hen's protection that her babes may grow strong and beautiful. The two mothers are but portraits of mothers to be found everywhere, the one to be honored by all and the other to be cared for in the bird kingdom.

Elizabeth Gardner, the artist presenting the picture of *The Two Mothers*, was born in America, where she lived during the years of her girlhood. Art formed her interest during her early life and it was from her desire to become a great painter that she left her home in America and went across the waters into the country of France, a known center of art and artists who were giving to the world their interpretations of life and nature.

At the time of Elizabeth Gardner's study in France the older academic method of painting was undergoing a change due to the influence of the classic painters. The academic art had been a dictated form dependent upon the ideals of the early Roman antique art, embodying perfection of line and form without reference to individuality and the character of subject. Courbet, a French painter of the eighteenth century, revolting against the stern, feelingless academic form of painting, created a new art in which he united the realistic ideal with the truth of facts. His painting influenced the younger painters of the day and a few of the older artists who began to infuse into their academic art some semblance of life, interpreting the personal element of the idea, making of their paintings more than mere representations of facts. Their pictures based on the newer communication of feeling and of nature's appearances with facts developed a beauty which appealed to the mind as well as to the eye. Artists belonging to this new art revelation period were known as semi-classic painters, who recorded in pictorial portrait incidents of classic and historic subjects and interests associated with everyday life about them. Among the painters who became influenced by the semi-classic art was Bouguereau, an artist of note. Into his paintings he introduced naturalism which was felt in beauty of line and color, in atmosphere and in the force of surroundings which make for pictorial art. His interpretation of life was sentimental and portrayed in charming poses the girlhood and childhood of his country.

To the artist Bouguereau, Elizabeth Gardner event-



TWO MOTHERS

Elizabeth J. Gardner

ually went for guidance in her study of art. Under his influence Miss Gardner studied for a number of years, adapting his method of interpretation and treatment of subject regarding line draughtsmanship, color rendering and composition or the placement of interests in her paintings. Miss Gardner later became Madame Bouguereau and worked with her husband artist in his studio in Paris. Bouguereau's direct influence became more pronounced and her paintings were so successful that they might often be taken for those of Bouguereau. In her pictures of women and children, which form the interest for so many of her paintings, are revealed a quality of artlessness, unaffected simplicity and tender sentiment. Miss Gardner has been criticised for a deficiency in color truthfulness and color vitality, and yet in

her compositions are to be found a live quality and a live charm.

THE ARTIST

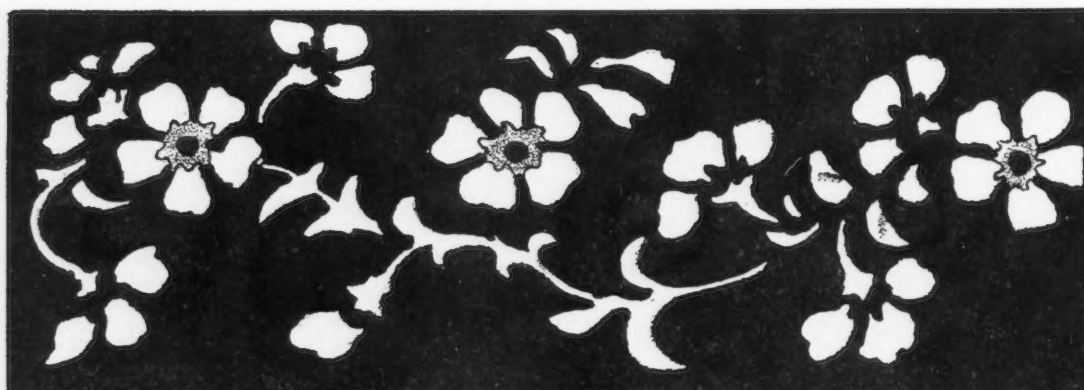
Miss Gardner was born in America in Exeter, New Hampshire in the year 1842. She is known as a figure painter of the semi-classic influence, choosing her subjects from among the historic, classic and genre interests.

Miss Gardner completed her study of art in France under such artists as Merle, Lefebvre, and Bouguereau, to whom she was later married. After her marriage she established her studio in Paris, where she worked with her husband, from whom she attained inspiration and draftsmanship similar to that of Bouguereau himself.

(Continued on page 76)

MAY BLACKBOARD BORDER

Etta Corbett Garson



May is the month of blossoming trees. The tender rose color of the blooming wild plum and peach tints the hill sides with their wild wood wonder. The limbs of the wild crab sprawl across the sky like fleecy white clouds.

"You need not go to ancient fable
An enchanted world to see,
For the crowning work of witchery
Is bursting bloom in shrub and tree."

Blossoms and bees belong to each other. When fruit trees bloom the bees are happy. In exchange for sweet nectar the bees carry the pollen from blossom to blossom.

While the tree tops are melodious with the bright singing of countless gayly dressed warblers it is a good time to make observations. To study birds choose the early morning, when they are hungry and are busy eating. Select a leafy

retreat where you can sit with glass and note book and wait patiently. Respect their privacy and timidity and do not rush thru their doors or rudely burst into their parlors. The warblers are splendid birds for the amateur to study, for even tho they are quick and restless, still their markings are definite and pronounced with spots and bands of white across gold and black. A black burnian or hooded warbler is easy to distinguish and unforgettable. Most birds prefer parks, village gardens, rural orchards, fields or meadows, as more safe and free from harm than the depths of the woods.

This month the little mandrakes raise their umbrellas on the hill side. The dainty May-flower was the first flower found by the Pilgrim mothers after landing on the bleak New England shore. They named it in honor of the ship that brought them across the sea.

ELEMENTARY AGRICULTURE

(Continued from page 65)

forms are given on p. 3.) Note the good and the bad conditions found in the handling of milk on the farm. What type of stable is most common in the district? What use is made of the milk produced in the district? Where are the markets for the milk and milk products? If there is a creamery convenient visit it with the class, noting the various processes in handling of the milk and the preparation of the milk and its products for the market. If possible, visit good dairy farm in the district, making a study of the method of handling the milk. Have samples of milk brought to school and allow them to stand for some time and examine carefully for traces of dirt settled in bottom of container. Filter the milk thru several layers of fine cotton and examine for deposits of dirt. Use tact in discussing insanitary conditions noted on farms in the district. The aim should

be to show clearly the right methods of milk production and handling to discourage any improper methods.

Correlations—Language: A written report on the district survey and a summary of the facts discovered will make a good lesson in language. Similar reports of field trips and other observation work will give additional drill in language.

Geography: Trace the milk market routes and locate the chief centers to which the market milk of the district is shipped. Draw a map of the district, locating thereon the important facts brought out in the district survey.

Arithmetic: Problems involving cost and selling price of milk, difference in price between milk of varying standards. Milk production of single cows and of the dairy herd and value of milk products both sold and consumed in the community will be suggested by these lessons.

TRUE STORIES OF FARM ANIMALS

Mrs. Marion Mitchell Walker

THE STORY OF PETERKIN

"Maaaa-a! Maaaa-a-a!"

Have you heard a tiny baby cry for its mother? That was the way Peterkin cried out in an old shed off the barnyard. The shed was covered with straw, and its walls were made of logs with plaster chinked in between. It was known as the sheep fold.

"Maaaa-a! Maaaa-a!" Poor Peterkin. His mother made no answer. But soon the kind farmer came, for he had heard that sad little cry. He picked up the baby lamb and carried it in his arms to the house. He gave it to his little daughter, Jean, and said, "This little lamb's mother is dead. You may have it for your very own, but it must be raised on the bottle."

It was Jean that named him "Peterkin," and how she did love him! You could have loved him, too. His little body was all covered with the kinkiest, tight-curl, white baby wool. His wee face and knees were darker. And his curly tail almost touched the ground. He seemed so weak and wobbly that for a while everyone who saw him said, "Poor Peterkin!"

Jean found an old bottle that the baby had outgrown and filled it with warm, sweet milk. Then she held the nipple close to Peterkin's lips. He did not seem to understand. Jean cried. She knew he was hungry, for that is what makes all babies cry. How her father laughed when he came in. He held Peterkin very gently under one arm and slipped a finger between the little white teeth. It was easy then to get the nipple into the open mouth. "Smack! Smack! Smack!" How good it did taste!

"Where shall I keep him, Father?" asked Jean, after he had been fed.

"We must leave him in the house tonight. Tomorrow I shall make him a little pen in the yard. He must be where you can take good care of him," her father answered.

So Peterkin spent his very first night in a box near the kitchen stove. He was warmly wrapped in an old wool skirt, and slept so snugly. Several times during the night they heard his sad little voice. Once the good farmer rose and fed him more warm milk. Farmers are very kind to baby animals.

The next day Peterkin was moved to his own little home. It was a board pen with straw on top, very much like the big sheep fold where he was born. There was a little door in one end, where he might go in and out. This door opened into the yard. Very soon that whole yard was Peterkin's. How fast he grew! And how mischievous he became!

Before long, one bottle of milk did not seem to satisfy him. Why should it? Wasn't his little stomach growing, too? Of course he needed more. What do you think that naughty Peterkin did? He drank greedily as long as there was a drop left, then jerked off the rubber nipple and chewed and chewed. How his saucy little head did shake as he chewed. He seemed to say, "I can't talk, but I'll show you whether or not you will feed me out of that tiny bottle."

So it happened that every time the farmer went to town he brought home a fresh supply of nipples.

I think it must have been that first night in the house that made Peterkin love to come indoors. Very soon he had made a little path from his pen to the kitchen door. And Jean loved him so much that she always let him in for a few minutes. Then what a frolic they would have. Tap! Tap! Tap! across the floor went Peterkin after Jean. At last, to get out of his reach, she would climb up on the old lounge in the corner.

Maggie, the cook, never did like Peterkin. When he was tiny he was always in her way. When he grew older and wiser, he teased her. He was about three months old when he suddenly tried a brand-new trick.

Did anyone ever come up behind you and push your knees forward? It brings you down very quickly, does it not? But how does a little woolly lamb learn that? I cannot tell, yet Peterkin understood.

One day Peterkin was having his daily romp in the house. As usual, Maggie was cross. Jean got tired, so climbed up on the lounge. But Peterkin was not tired yet. He was so full of fun. "About, face!" he seemed to say to himself. Then "Tap! Tap! Tap!" came those little hoofs right after Maggie, who was trying to sweep. "Ma-a-a-a!" said Peterkin, which really meant "Watch out," and before Maggie could get out of the way he had struck her knees and down she went. With a scream, she ran to the lounge and scrambled up beside Jean.

Jean was laughing, but Maggie was very angry. Then a surprising thing happened. What do you think that naughty Peterkin did? He made one leap and landed on the lounge. Of course, Maggie jumped off. Peterkin had such a pleasant nap. The lounge was no longer a place of safety.

After that, he came in each day for a nap on the lounge. Each day Maggie became more cross. Finally, she said that Peterkin must be kept out of the house or she would leave. It was May and the warm days had come. So the farmer decided that it was time to put screen doors on. That would keep both flies and Peterkin outside.

That screen door was a great disappointment to Peterkin. How he did hate it. Flies did not bother him. Besides, he missed his nap on the old lounge.

But there was something new in the yard. Out in the big apple-tree the farmer had made a swing. It had a heavy board seat fastened on to it. And Jean was out there swinging a great deal of the time. That was very pleasant.

About this time Peterkin's little horns began to peep thru. Of course Jean discovered them. She felt two little bumps on the top of his head. She noticed, too, that he liked to rub his head against things. Perhaps he knew that was good for the little horns. One day, after Jean had tired of swinging, she went in the house to rest. Peterkin followed her as far as the screen door, and then stood looking so sadly after her. It made him cross to be shut out like that. So he shook his hard little head and scampered back to the apple tree. When Jean looked out of the window, what do you think she saw? Peterkin had started the swing by pushing it, and every time it swung back toward him he would meet it, hitting that wooden seat squarely with his head. When a sheep does this we say he is "butting." Peterkin had learned to butt.

After that he spent many happy hours butting the swing seat. He was helping his horns to grow.

Bowser was the big shaggy farm dog. He did not care much for Peterkin, but Peterkin did not know that. So he tried very hard to play. This made Old Bowser look very cross. Sometimes he would look far, far away, as if he could not see Peterkin. This was to show that he was a very important dog, while Peterkin was only a little lamb. Bowser was a good watch dog. He always ran and barked when he saw a stranger coming. I wonder if Peterkin thought he was a dog, too? I believe he did, for he learned to run when Bowser did, and he would bleat so loudly as long as Bowser barked.

By this time Peterkin's head was becoming quite strong. His horns showed, too. One day, after her swing, Jean went into the house. As usual, Peterkin stayed on the porch. He wanted to go in, but there was that hated screen door. Suddenly he began to bob up and down. He seemed to be thinking of something mischievous. He ran way back, then forward again, with his head down. Biff! Bing! went that little head against the screen door. Can you guess what happened? Of

course you can. And where do you suppose that naughty Peterkin went next? Right to that lounge in the corner, where he had the best nap!

Maggie was angry again. The farmer said they would have to shut Peterkin outside the yard. Jean cried. She did not want to lose her playmate. They had such pleasant times together. But the farmer said he must go to the big pasture with the other sheep tomorrow.

The next morning Peterkin did not come out of his little pen as usual. They missed his little voice and the tap of his hoofs on the porch. When Jean went to look for him she found him far back in the corner of the pen. He was lying on his side and was crying like a little hurt puppy. Her father came and carried the sick lamb to the porch, where he made a soft bed of straw. Poor Peterkin! Soon the whole family was gathered round, and every one felt so sorry. Jean cried, and even Old Bowser seemed to understand. Maggie came out and looked at him, then went into the house. When she returned she had one of Peterkin's old bottles in her hand. (He was too big for bottles now.) There was warm peppermint tea in the bottle, and it was sweet. The farmer held Peterkin's head up while Jean held the nipple to his lips. He drank a little. It tasted good, so he drank a little more. He drank all of it. Then he laid down again. After a while he stopped crying and went to sleep. When he awoke he felt almost well again. But the farmer did not take him out to pasture that time.

It seemed that Peterkin became more and more mischievous each day. When the hot summer days came and the outside cellar door was left open, he learned to go up and down stairs. One noon when Maggie was down cellar after some butter she heard a queer noise. She was frightened, so ran back and told the farmer. As he came down the steps he heard "Click! Click! Pop!" There was Naughty Peterkin jumping up and down in a case of eggs. Bobbity-bob! he went up and down, breaking eggs and having such fun. His hoofs were all yellow and sticky when the farmer lifted him out. But the farmer never stopped until he had reached the big pasture, where he left the naughty little lamb with the other sheep.

Peterkin had been used to his own little yard and pen, so for a while he did not understand about coming home at nights. When the other sheep came home he was not with them. When the farmer went to look for him he would find him lying down in a fence corner.

One evening he was not to be found anywhere. They even looked in the cellar, but Peterkin was not there. They finally gave up the hunt, thinking that he would surely return in the morning. Then the telephone rang, and a neighbor said: "Will you please come and get that pet sheep of yours? He is on our porch and will not let our dog come near. He tries to get into the house every time anyone goes in or out. We are afraid of him."

How they laughed! The farmer went with a lantern and brought Peterkin home.

Peterkin was not long a stranger in the flock. He became a leader. I think his strong little head helped him to win that place. I noticed that before long the other sheep let him have his way. Wherever Peterkin led the whole flock would follow.

Do you remember how he learned to go up and down stairs? Then you will understand his last trick at the farm. I say last because he was always teasing the farmer in some way or other.

One evening at chore time the farmer missed the sheep. High and low, over and under he looked, but no sheep. There were no tracks leading out of the yard, and there were no sheep in the yard. The more the farmer looked the more angry he became. He was very tired, and he was sure that Peterkin was to blame.

At last he went up to the hay loft to throw hay down to the horses. What do you think he found there? A whole flock of sheep peacefully chewing their cud and resting on the hay. How did they get there? You know how sheep will follow a leader. There was a

stairway leading up to that hay loft, and, as I said before, Peterkin was a leader.

The farmer did not say anything to Jean about what Peterkin had done. But the next day he loaded her pet into a wagon and hauled him to town. That night when he came home he had a box with him. He gave the box to Jean, telling her that it contained a gift for her. When she opened it she found a beautiful warm, red coat. She was very happy about it.

"You had better call it your Pet Peterkin coat," said her father, "because it is so woolly."

Jean seldom went to the barnyard, so it was some time before she missed her playmate.

Do you wonder that she still loves her pretty red Peterkin coat?

CHILDREN'S HYMN TO THE FLAG

Dear Flag, on thee we fix our hope
That earth may yet be free,
Give little children equal scope
And opportunity!

Where'er thy colors are unfurled
Between the farthest pole,
Give all the children of the world
Strong bodies and strong souls.

Let no child toil in mill or mine
Or languish in a slum!
Let school and play and health divine
Our heritage become!

Dear Flag, we long to serve thee well,
Oh! shield us while we grow,
In strength and wisdom we would dwell,
Teach us the way to go!

—Mrs. Frederick Peterson.

PICTURE STUDY

(Continued from page 74)

A few paintings by Miss Gardner are owned by Americans and have been exhibited in America as frequently as in foreign countries. Her paintings are classed as portraits, among which are those of Maud Muller, Cinderella, and the Fortune Teller, suggested by themes in literature; other paintings, such as Daphne and Chloe, are of legend interest, Ruth and Naomi of Bible subject interest and other paintings representative of genre subjects, picturing the outdoor and indoor life of her adopted folk of France; these are The Two Mothers, Farmer's Daughter, The Britton Wedding, Soap Bubbles and Innocence.

PICTURE APPRECIATION THOUGHT DEVELOPMENT

Artist's expressed thought—

Manifestation of life: Beauty, charm, tenderness, appeal, interest.

Picture's expressed thought—

Motherhood: Love, care, protection, pride, in unity with interest, explanation, attention.

Childhood: Love for life, dependency of youth, faith in the strong; in unity with wonderment, directed interest and development.

Birdlife: Care, protection, pride and fear as expressed by the mother hen; dependency of chicks for food, shelter and warmth from the mother hen.

Moral: Interest; the guidance of the weak by the stronger in obedience to nature.

Correlated Thought Development—

Mother's dependence on her child for: obedience, faith, truthfulness, trust and love.

Interdependence of all life.

BIRD STUDY FOR MAY

THE UPLAND PLOVER

Edward Howe Forbush in Audubon Leaflet

This lovely, dove-like bird, altho really a sandpiper, has become so widely and generally known as a plover that the wise men of the American Ornithologists' Union have ceased to use the early book-name, Bartram's, or the Bartramian, Sandpiper, and have adopted the popular name of upland plover. It is known also in various parts of the country as the grass, field, highland, pasture, plain, cornfield, and gray plover. In the west it is named prairie pigeon, prairie snipe, meadow plover



The Upland Plover

and whistling plover. It has not the short neck and legs and the short, pigeon-like bill of a true plover, and it has four toes, where the typical plover has three; still, it resembles a plover somewhat in form and habits, and frequents localities where formerly the golden plover was abundant.

Night Flights

Years ago, when spring greenery began to dress the hillsides, we listened for the call of the upland plover. In sweet May nights, when the gentle south wind blew, we harked for the wing-beats and call-notes indicating the northward night-flight, some sounding faint and high in the dark dome, others just above the treetops. All the dim strata of the air were laden with swift, winged shapes, passing unseen as the great flood of bird life surged ever northward thru the dewy gloom. Above all other sounds came again and again the whistle of the tatters; and the wild plover's call, now near, now far, fell thru the spaces of the starlit night, soft, rich and sweet to the listening ear.

The upland plover was the only large wader commonly seen on farms thruout the greater part of the land during the breeding season. It was a bird of good omen, harmless and useful, and, as Abbott Thayer says, it filled a place on American farms similar to that taken by the lapwing in Europe. We must speak here in the past tense, because, unfortunately, the bird today is far on the road to extinction. Nevertheless, the pitiful remnants of

its thinning ranks still wander over most of North and South America.

Voice

Most of the cries of the upland plover are unique. A common call-note may be represented by the words "quitty-quit," uttered in a soft, sweet tone. Late in May a long, bubbling whistle may be heard, sometimes weird and mournful, tho always mellow.

Professor Lynds Jones, who furnishes the best description of its voice that I have seen, says that its common rolling call is not unlike the cry of a "tree-toad," but of a different and unmistakable quality and caliber.

The note, he remarks, is commonly double, the first part rising upward nearly half an octave and terminating abruptly, the second part beginning where the first began, swelling rapidly for almost, if not quite, an octave, and then decreasing in volume to a close several notes higher than at its beginning. The long whistling cry is usually trilled at the beginning, and sometimes to the end, but oftener it grows clear before the culmination and continues a clear whistle to the finish. Sometimes the whistled part is not reached and the call stops as if interrupted. Often, upon alighting, the bird holds its wings straight upward, folding them slowly down as it utters its long, mellow call. As the breeding season passes, some of the notes change, and in autumn, when it comes in and alights on a hill-pasture to feed, it emits a chuckling call, an imitation of which is used by gunners to attract the birds. Ordinarily most of its notes are given in flight. When alarmed it has a peculiar sharp call, much like that of some others of its family.

Nest and Eggs

The upland plover formerly summered in the northern parts of the United States and built its nest in every suitable grassy spot from the Atlantic ocean to the Rocky mountains. The eggs, usually four, large for the bird (1 inch in diameter or 1.75 inches, or more, in length), are pale gray, spotted with umber, yellowish brown, reddish brown, and black, becoming blotchy toward the larger end.

The nest is merely a slight grass-lined depression at the foot of a small bush on a hill-pasture or a prairie, or in a hollow in plowed land, and usually is well concealed. In the west, it is often situated on the edge of the woods or close to some slough or pool, sometimes on a dry spot in a marsh. As the prairies come under the plow the plover often chooses as her nesting site a hill of corn. The female sits so closely sometimes as to be almost trodden underfoot, while the male tries to entice the intruder away. When warned in advance of her danger, the female often leaves the nest and steals away thru the grass for thirty or forty yards before taking wing.

Care of Young

The downy young are hatched in June, and take to their legs at once, running quickly about, tender and timid. Curious, unbalanced, fluffy little things they are, with legs disproportionately large and long, like those of a little calf, or of a fawn or a colt. Thruout the early summer they dwell in the grass-land in security, feeding largely on insects and wild strawberries. Their anxious parents lead them about and sound the alarm at the approach of an enemy, when the little ones scatter, squat and hide. In July, when the hay is cut, they are well able to look out for themselves, altho they have not yet learned fully to fear the sportsman.

Long years ago, when August came it brought a great gathering of the upland plover clan. The young birds were then strong on the wing, and all the hill-pastures knew them well in grasshopper time. As the spring tide of birds flowed northward, so the fall tide ebbed southward, but there was a difference in the route. The spring migration appeared to come up thru the interior of South America, crossing the Gulf of Mexico, landing in

Louisiana and Texas, and diverging thence over the whole country; but in autumn the trend of the eastern flight seems to have been southeast to the Atlantic coast, where the birds put out to sea and crossed the great spaces of ocean without chart or compass. Some individuals still take the western route thru Mexico, and all spend the winter in South America.

Varied Diet

In feeding, the plover, even when in the greatest numbers, appears to have been entirely harmless and beneficial. In spring the insect diet was varied somewhat by a few nips at tender, budding vegetation. A good deal of waste grain was picked up in the stubble of wheat and rye in the fall, and quantities of grass seeds and weed seeds, and some wild berries, were eaten. The bird is a gourmand for grasshoppers, locusts and crickets. Professor Aughey, who studied the habits of the species in Nebraska for several years previous to 1877, found that they fed on insects during all the time they stayed in that state.

Noxious Insects Eaten

Waldo L. McAtee of the Biological Survey shows, as a result of many examinations of the contents of stomachs, that the upland plover is a friend to cattle, because it devours the North American fever tick, which carries a deadly fever from one animal to another. He says that it destroys crane-fly larvae also, which often are seriously destructive to grass lands and wheat fields; cutworms, which are detrimental to many crops; the boll-weevil, which now menaces the cotton crop of the south; the cloverleaf weevil, the cowpea weevil and other weevils that attack cotton, grapes and sugar beets. Bill-bugs, destructive to corn, are a favorite food of this bird, and wireworms, which destroy many garden crops, are eaten. Crayfishes, which are pests in rice fields and corn fields in the south, and which injure levees, are constantly caught and devoured. On the prairies these plovers feed largely on snails, and grass-eating insects. Why, then, have the people of the United States allowed the destruction of this beautiful, interesting and useful bird?

Decrease Explained

When the white man came to this country the upland plover must have been a rare bird east of the prairies in the nesting season, as it normally lives on open lands, and the Atlantic seaboard was then a wooded region; but, as the country was cleared, and fields and pastures took the place of the wilderness of forests, the bird must

have increased tremendously in numbers until it bred commonly in all the settled regions of the northeast. The advance of population and of market-hunting, however, put a stop to its increase, and then its decrease began.

Altho for years laws protecting the upland plover had been enacted in several states, these statutes rarely were enforced, and the birds were shot for the market in spring and thruout the breeding season. About the year 1880, when approaching extinction caused the spring supply of passenger pigeons in market to fail, the market men looked about for birds to take the vacant place, and found, among others, the upland plover, which moved north thru the interior of the United States, and offered them a large supply of dainty bird flesh. There were tales of organized hunting, of cars loaded with various plovers, of the raiding of state after state by thousands of hunters in the interest of the great markets. Probably these stories were exaggerated, but we know that barrels of plovers began to come into the larger cities of the country in dozens and hundreds. A few years later the upland plover was seen to be rapidly disappearing, and by 1910 the bird was rare or wanting over nearly all the great region where once it was so plentiful.

Legal Protection

The threatened extermination was checked by the adoption and enforcement of the Audubon model law in various western and middle states; and more lately by the passage of federal laws, especially the migratory bird law, enacted under the guidance of Senator George P. McLean of Connecticut, in 1913. Canada, also, has extended more efficient protection than formerly to this and related birds of her prairie provinces in the northwest. It may be hoped, therefore, that a few years hence this beautiful, useful and friendly bird may become again a numerous and welcome visitor to the prairies and farmsteads of our land, as it will do if not mercilessly shot and robbed of its eggs.

Distribution

The upland plover breeds locally as far north as the upper Yukon and North-Saskatchewan valleys, Manitoba, southern Ontario and Maine; as far south as the Potomac and Ohio valleys and Oklahoma; and westward to the base of the Sierra Nevada. Its winters are spent on the pampas of Argentina, its migrations thus carrying it, as a species, nearly the whole length of the two Americas.

NATIONAL EDUCATION ASSOCIATION MEETS AT MILWAUKEE JUNE 29 TO JULY 5

The Milwaukee Program

The presence of our War President, of prominent educational representatives from England and France, and the part taken by laymen representing labor, manufacturing, commercial and agricultural interests are among the attractions of the program of the next annual convention of the National Education Association, to be held at Milwaukee June 29 to July 5.

According to definite arrangements already made by the president, Dr. George D. Strayer, four afternoons, those of Monday, Tuesday, Wednesday and Thursday, will be devoted entirely to department meetings. In order to reduce the number of meetings held on any one afternoon, President Strayer has requested department chairmen to combine their programs with those of other closely allied departments. A summary of the general program, as so far announced, is as follows:

Monday Evening—The session will open with the customary addresses of welcome and response, and the president's address, which will point the educators of the country to their opportunities to do forward-looking, constructive work.

Tuesday Forenoon—At this session the nation's laymen will be heard in a program in which will appear the most prominent national leaders representing labor, manufacturing, commercial and agricultural interests.

Tuesday Evening—Rural education, elementary educa-

tion, secondary education, higher education, and physical education will be represented in a comprehensive program whose theme is the organization of American education for the development of democracy in the United States and the world.

Wednesday Morning—A working session of the association will be held. Representatives of each of the important committees of the association, of the commission and the field secretary will appear, give fundamental facts and discussions, and make necessary recommendations. The entire session will be devoted to mapping out definitely the important work directly before the association.

Wednesday Evening—Distinguished educational representatives from England and France will bring stirring messages from overseas.

Thursday Morning—The classroom teachers of the United States will have a real inning at the general session. Rural teachers, kindergarten teachers, elementary teachers, high school teachers, and college teachers will unite in an all-teacher program to discuss the teachers' contribution in a democratic society.

Thursday Evening—It is hoped that the President of the United States will give the teachers of America an inspiring message.

Friday Morning—This session will be devoted entirely to the business meeting.

Friday Afternoon—A general program will be given by the representatives of the nation's greatest welfare agencies co-operating with the public schools.

THE CHILDREN OF OLD GLORY

A PATRIOTIC EXERCISE FOR MEMORIAL DAY

Frances B. Brooks

Characters

Margy, Tom, Uncle Sam, Liberty, Columbia.
Five Fairies—Right, Mercy, Faith, Hope, Charity.
Mr. Hoover and six Food Administration Fairies.
Mr. Garfield and six Coal and Fire Fairies, six Coal
Conservers.

Six War Gardeners and six Vegetable Fairies.
One War Savings Stamp and six Thrift Stamp Fairies.
Soldiers, Sailors, Red Cross Nurses, Children of the
Allies, six Red Cross Buttons.

War, the Kaiser, any number of Germans.

Costumes

Margy, school dress or middy blouse; Tom, blouse and
"knickers"; Liberty, bronze crepe paper dress modeled
from statue; Columbia, white, with flag, cap, shield and
sash; Uncle Sam, red and white striped trousers, blue
starred coat, white hat with blue band, wig and whiskers
of gray.

Soldiers, boy scout suits; Nurses, white with blue veils;
Sailors, sailor suits, blue or white, preferably long trousers;
Allies, white, carry flag of country; Mercy, Right,
etc., white with red, white and blue shoulder sashes with
names in gold letters, carry wands.

Thrift and War Savings Stamps, green and white with
names in gold letters; Red Cross Buttons, white with
red cross in center; Food Administration Fairies, white
with food administration cards pinned on; Vegetable
Fairies, dressed in crepe paper to represent various
vegetables; Gardeners, aprons or overalls; Coal Con-
serves carry tagged shovels; Messrs. Hoover and Gar-
field, dress suits, carry signs.

Germans carry German flags upside down; War,
repulsive monster in black, gray or red; Kaiser, paper
helmet, doublet and hose (both in chains).

Stage Setting

An ordinary room with two chairs, table, plenty of
floor space. American Flag, Food Administration and
Red Cross cards on display.

SCENE

Enter Margy (L. with hat and school books)—Oh,
dear, I thought surely mamma would have been back by
now. And I had so much to tell her, too. (Takes off her
hat and hangs it on a nail. Rests books on table.) Oh
look, she's left us some lunch on the table. And I AM
thirsty (pours out a glass of water). Yes, I wanted her
to see all the pretty things we made at school today,
and the cap and needle books I'm making for the Red
Cross.

Enter Tom (L., throwing cap and books in corner and
rushing to pitcher of water on table)—Say, Margy, I got
our thrift stamps when I came by the drug store. Where's
your book? Look; mine's most full. Only three more
spaces to fill, then—I'll have another War Savings. See,
here's your stamps. Hands her some.

Margy—Oh, thanks, Tom (brings out her book). Let
me see how many I have. Four-eight-twelve—I have
thirteen, too. That's \$3.25—and—Oh, Tom, that's just the
price of that lovely box of paints down in the Art Shop
window! Don't you know, the one with tubes and little
white china dishes to mix the paint in, and that lovely
brush with the silver handle! Do you suppose if I gave
them my stamp book, they'd let me have it?

Tom—No, of course not; don't be silly!

Margy—But I do want that paint box, and I haven't
any money now. It's all gone for Thrift Stamps and to
the Red Cross, and I saw that paint box today, and it
looked like it was beckoning to me, too.

Tom—Ha, ha, ha! a paint box beckoning! Now, if I
had my \$3.25 in money I'd buy a lot of ice cream and
some pie and—

Margy—A pickle?

Tom—No, no; that's all you girls think about. A—
saw, and a popgun.

Margy—But I'd get that paint box. It's a lovely green
outside and is all full of pretty colors and it had six
brushes and a lot of little stubs and eight sticks of crayon
and—oh, I want it! If I hadn't bought all these Thrift
Stamps I'd have enough to get it now; and they're only
paper, little green pieces of paper with some glue on the
back!

Tom—A popgun would be better than they are. I
don't see where they help Uncle Sam any. He can make
all the real money he wants in Philadelphia (tosses
stamp book to floor and marches to other end of stage
with arms folded). (Margy lays her head on the table.)

(Enter Right, R., waving wand over children.)

Smiling sunbeams, drops of rain,
Pray refresh these flowers again,
Smiles of Hope and Faith I call,
Mercy, Charity, come ye all!

(Enter Faith and Hope, R.)

(Mercy and Charity, L.)

Faint Music.

Come, fairy sisters, give thy aid,
Show thy powers to this little maid,
Open the eyes of yon little lad—
Tell them the truth and make them glad
To forego the joys of painting and
Of gunning. Make them understand
That by giving to the Red Cross fund,
They truly aim the fighter's gun,
That by helping with War Savings Stamps,
They paint Old Glory in the camps,
That the little scraps of paper green
Mean more than jewels of a queen,
And lastly, put into their hands
The worth of true Americans!

Faith (waving wand over children)—I give ye eyes to
see indeed.

Hope (waving wand over children)—Understanding,
those eyes to feed.

Mercy (waving wand over children)—Sympathy, those
sights to view.

Charity (waving wand over children)—Charity, dear
ones, I give to you.

All (waving wands over children)—

Make good use of these gifts of love,
Look to the banner floating above,
Give of your thoughts, your work, your gold,
That no other flag its place may hold.

Faith—Now to our labors—our helpers, come! (Waves
wand over Thrift Stamp book on floor.) Rise, little
Thrift Stamps, thy work's to be done.

(Enter Thrift and War Savings Fairies from either
side, dancing steps; music, "Dear Little Buttercup.")

All—We're Thrift Stamp Fairies

Come here to tell you
Just what we mean in this land.
We buy the soldiers' needs,
Help with their salaries,
Come, lend us a helping hand! (Dance off.)

Hope—The pennies saved to you return

With other pennies that they earn,
For when the war comes to an end,
The Savings Stamp is your best friend!

(Touches Food Administration card with wand.)

And again, oh fairy comrades,
Fairy lasses, elfin lads,
Come and show us of thy powers,
Little Conservation Cards!

The Catholic School Journal

(Enter Food Administration Fairies, R. and L.)
(Dancing)

Fairies (music, "The Cuckoo Is Singing")—
We come from Mr. Hoover
To help win the war,
We peep through your windows
Or hang on your door.
Then save, children, save,
Till the war, it is done,
And our peace celebration
Will bring all the fun.

(Enter, L., Mr. Hoover and cooks, with aprons and pans. Form tableau. Mr. Hoover in center, cooks grouped around. Fairies in front.)

Mr. Hoover—

I'm afraid that I stand in the place
Of a most unwelcome guest,
But I want to tell you why I think
Conservation is the best.
Now, over across the raging sea,
Where our soldier boys have gone,
Are thousands of little girls and boys
Who of things to eat have none.
Now if you went hungry every day,
Without even a piece of bread,
Because somebody ate too much ice cream,
Now, wouldn't you feel sad?
I don't mean that you shouldn't have enough,
But don't waste a single crust—
And I hope you'll like me better
Than you did at the very first.
(Pass off to music R as Gardeners
appear, L., with rakes and hoes.)

We're Mr. Hoover's helpers, and we work, thru rain
and heat,
That you may have all summer, these fresh green
things to eat.

(Enter Vegetables, dancing steps, music, tune "Over There" Gardening song. Pass off, R. Enter, L., Mr. Garfield, followed by boys bearing coal hods and tagged shovels. Form tableau, Mr. Garfield in center, coal savers on either side.)

Mr. Garfield—

Really, I think you do not know
The virtue in a lump of coal,
A shovel saved in every week
Will soon be worth its weight in gold.
For always, some must stay at home,
But even those may keep their pride,
And help to feed the battleships
Taking men to the other side.
So tag your shovels, ev'ryone,
Conserve your coal and make it last,
That surely when next winter comes,
These warlike days shall all have passed.

(Enter from R. and L., Coal and Fire Fairies, in red and black, music "Hickory, Dickory, Dock.")

Crackle, crackle, pop!

The heat makes the coalshop!

Dance we up and dance we down, (They hop, dance,
Crackle, crackle, pop. Pass off, R.)

Charity (touching Red Cross sign with wand)—

Come alive, thou Red Cross Sign
Answer thou this wish of mine.
Show these little children two
All the powers are given to you.

(Enter Button Fairies, R. and L.,
music "Three Blind Mice.")

We're the Red Cross Button Fairies all!
Look for us on your coat lapel—
We the soldiers' pain must quell,
The Red Cross' Call!

(Enter Nurses, L., form tableau; Fairies front, leader center, stretching arms to audience)—

Give, ye all, for humanity's sake!

Must we leave the poor soldier alone to die?
When a small amount from every one
Will assure his recovery has begun?
Will you give till you can no longer try?

(Music, "Hail Columbia." Enter Columbia)—

These are the gifts I ask of you,
These the works I ask you to do.
Help everyone, and all the while,
Keep on your faces a happy smile.
I thank you both for what is done
But tell you that you've just begun
To understand what this flag is
How true and staunch its meaning is,
How much each star should mean to you,
How much its stripes and field of blue!
Work so that flag may ever hang
In shameless glory o'er our land,
Its place no other flag may take,
But once again its record make,
And if these things ye gladly do,
This last illusion will come true!

(Music, "Hail, the Conquering Hero Comes.")

(Enter L., Uncle Sam and Liberty, leading War, Kaiser and Germans in chains. Pass across stage slowly, Columbia following, leaving only Right and the two children.)

Right—

Pass on, brave spirits, one and all,
Thy well-earned rest is thine to take,
These children now have heard thy call—
Margy and Tom, awake!

(Taps them with wand, skips off, R.)

Tom (rubbing his eyes)—Oh, Margy, did you see those things?

Margy (getting up and peering around)—Those fairies and the nurses and Uncle Sam!

Tom (running and picking up his stamp book)—There! Yes, I saw them all. Did you? It was REAL!

(Call of extra paper outside. Enter children's mother with news sheet. "Germany Surrenders" in large letters. Margy and Tom run to meet her, with cries of "Mother—Mamma!")

Mother (showing paper)—Just see, my little folks, Germany has surrendered and the war is over!

(Children seize paper.)

Margy—Why—it's just like the fairies said it would be! And will the soldiers come back now?

Mother—They will be back again. And there will be no more fighting and no more war.

Tom—But mama, before I am big enough to fight?

Mother—You will have fought right here at home. (Draws them in her arms.) You HAVE helped. And whenever you see that beautiful flag of ours, you can truly feel proud that your bit has helped to keep it there. And in this joyful victory, know that you have taken part. And we shall keep right on working for that lasting peace. For

We represent the people
And all whose hearts are true,
We join now in the pageant
Because we stand for you!
(Waves hand to audience.)

(Enter hall from left, the whole procession, beginning with Right, followed by Fairies, etc., in order of appearance on stage, march thru hall and exeunt right. Procession closes with group of soldiers and sailors with bandages on and arms in slings, followed by children of the Allies. All singing "The Star Spangled Banner.")

And sweet and low the South wind blows
And through the brown field calling goes,
"Come Pussy! Pussy Willow!
Within your close brown wrapper stir;
Come out and show your silver fur,
Come Pussy! Pussy Willow."

—Harper's Young People.

TRAINING OF WRITERS.

Rev. Edward F. Garesché, S.J.
Editor of The Queen's Work.

Their First Beginnings.



Rev. Edward F. Garesché

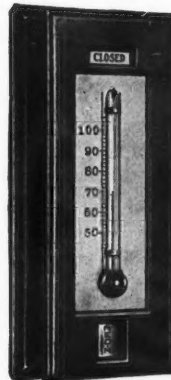
We said somewhat in the last paper concerning the need of a hopeful outlook and the efficacy of encouragement in developing Catholic writers. The subject deserves not a chapter but an entire volume. It is difficult to realize how great a part is played in the progress and perseverance of one who has talent along the dusty road of authorship by the word of cheer in season, the glance of appreciation and the hand clasp of esteem. Few men who toil for other men receive less direct encouragement, especially in the early stages of progress, than the writer. The speaker can read in the eyes of his audience their interest and pleasure and he is stirred by the sight of listening hundreds. The professional man is visited by his clients and feels their gratitude and loyalty. The artist mingles with his patrons and learns their appreciation. But the writer, in a lonely room, bent over a dreary pile of paper and peopling his solitude with dreams, has not this encouragement of the elbows of the multitude. He works at a distance. He comes perhaps seldom in touch with his audience. He must work on rather by the light of what he thinks and feels his shadowy audience to be than by what he knows of them. He needs then all the more, especially in the first stages of his development, some personal encouragement and the confidence which comes from judicious encouragement, appreciation and praise.

Moreover this encouragement must take the form of direct incitement to write and to publish what one writes for the general public to read. If we are to have writers we must dare to abet their first efforts at authorship. One suspects that too many of our Catholic teachers have themselves a vague reverence and horror of print which prompts them to shrink from publication and that they may sometimes unconsciously communicate to their pupils the same antipathy. A healthy familiarity with printers' ink and a reasonable boldness in letting one's name appear with an article, are part of the necessary equipment of a budding author. To be too everlastingly solicitous that every particle one tries to publish is polished "ad unguem" is often a bad disposition to begin with. Practically and as the bad world wags it is sometimes better to possess readiness than rhetoric and more effective to have perseverance than polish.

We should therefore try to elicit in the character of our pupils a certain dogged determination in regard to publishing that will carry them through the soreness of first refusals. Literature is full of touching and of comic instances where masterpieces went a begging and geniuses were rebuffed by a whole series of relentless editors and publishers. How this or that great work waited at the doors of supercilious booksellers will serve as a text for a good and strengthening discourse by the teacher on the need of perseverance and courage if one wishes to break into the closed circle of print. There are plenty of modern instances as well. How few writers make a success in the very beginning even nowadays, and what a bad sign it sometimes is when they do!

Make the student realize too the nobility and dignity of persevering against odds and in the face of discouragement. Whatever is worth writing for is worth fighting for and the fight of the man of letters is with discouragement and lack of appreciation until such time as has justified his talent and his pretensions by achievement and merit. Without perseverance and effort not the greatest of geniuses can succeed as an author. With those two valuable aids very moderate talent has time and again arrived at very considerable success. Indeed one is forced to the conclusion that it is not the lack of natural gifts that makes writers rare among us but the lack of per-

(Continued on Page 86)



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GLEAMINGS FROM THE PRESS.

Why do business men find so much fault with the boys and girls graduating from schools nowadays? Because their schooling oftentimes does not fit them for work. They lack a good knowledge of the essentials. In the Grammar schools they had too many irons in the fire; and in their effort to attend to many things, they attended to none well.—The Echo.

The Christian school and religious instruction have not been abolished in Germany despite the circumstances that Socialists hold the reins of power. The strong Catholic Center Party, of course, asserted itself effectively and secured the support not only of the conservatives but also of radical non-Socialist groups. The war seems to have had the sobering effect or erstwhile free-thought elements in Germany.—Catholic Advance.

Five hundred students of Notre Dame University have become members of the newly established chapter there of the Friends of Irish Freedom. Our other Catholic colleges might laudably imitate their example.—Catholic Union and Times.

The Yale Corporation has decided to drop Latin as an entrance requirement. The Northwest University has gone on record as saying that a study of Latin will cure Bolshevism. Take your choice.—Catholic Register.

Some historians are too graphic, but we incline to forgive the fault. A critic of Greene's "Short History of the English People," refers to his account of a battle fought some time in the fifth century, near Kent, between the Jutes and the Saxons, of which we have very little data; but, nevertheless, Mr. Greene describes it as if he had been present.—Catholic Citizen.

Catholic teachers do not profess to explain mysteries. They accept these manifestations as true because of the Authority that revealed them but they contend and demonstrate that these mysteries are never opposed to reason, but merely above and beyond reason.—Southern Messenger.

Give the children every physical and social protection possible. But also give them every moral protection. It is this which counts most. For without it all the physical and social protection possible will be to no purpose.—The Church Progress.

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DOMINANT NOTE RECONSTRUCTION.

"The dominating note of the National Educational Association, 1919 session in July, Milwaukee, says President Strayer, "will be reconstruction and readjustment of education, with a view to correcting defects disclosed by the war and war preparations. The problem is the Americanization of our foreign elements and the development of a greater percentage of literate people, it having been demonstrated by the tests applied to the soldiers that one-fifth of those examined for military duty were unable to fulfill requirements for literacy prescribed by the war department.

"The percentage of physically unfit disclosed by the war tests suggests to the educators the necessity of more attention to physical development in our school system.

"Not only these subjects, but methods for making the changes, will be discussed. We have invited to places on the program leaders in the world of finance, commerce and industry, who are not teachers, to give their views on best methods of procedure. The voice of organized labor will also be heard in this connection.

"The war has made education international. In an organization like ours we are obliged hereafter to consider education in other nations as well as in our own.

FOSTERING VOCATIONS TO RELIGIOUS LIFE.

One of the most important tasks of Catholic educators is the fostering in young souls of vocations to the priesthood and the religious life.

There are some 20,000 priests in this country and more than 60,000 religious. The next generation will need still many more, for the Church is steadily increasing its membership here, and the foreign missions are in a dreadful state of destitution. They have so far drawn their missionaries from Europe; but now, after this destructive war, the Church in Europe has not priests and religious enough to supply its own wants.

Whence are the many thousands of higher vocations to come? Chiefly from our Catholic schools. Undoubtedly the Lord is preparing such chosen souls among the young Catholics of the United States; for it is the chief part of the work of the Holy Ghost to sanctify the Church by providing it with needed ministers. He works through human agents, and intrusts this holy task to His priests and religious, who are the visible guardian angels of the young in particular.

This most important work is beset with many and great difficulties, and requires much zeal and prudent management. Certainly a vocation to a higher life of sanctity can come only from God; all we can do is to foster the workings of the Holy Spirit in those souls over which we exercise a salutary influence.

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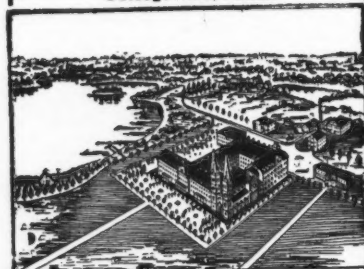
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F. J. WASHICHEK, A. B. LL. D.
Academic Dept. McGill Institute, Mobile, Ala.
(Seventeenth Article of the Series)



PROF. F. J. WASHICHEK

The third and very important part of the recitation is training practice or drill. To know how to read, write, spell, solve problems, decline Latin nouns, conjugate verbs, analyze plants and chemical substances, write shorthand, use a typewriter, or play a piano, or to do any other mental or manual activity is necessary, but to be able to do any of these things is equally important and necessary. The one is theory, the other practice. Both are necessary and should be combined. Otherwise one has only the science of his subject without the art or vice versa.

While the testing and teaching phases of the recitation afford some training, they do not furnish enough practice in the school arts to insure efficiency and skill. Unfortunately few teachers have a correct appreciation of the value of drill. Fewer still use it advantageously and as a result their pupils know something about penmanship, yet they can not write easily, legibly and rapidly; they know something of spelling, yet they can not spell correctly; they know grammatical rules and principles, yet they neither speak nor write correctly; they have a knowledge of arithmetic, yet they can not solve problems rapidly or accurately. Most of these undesirable results are due not so much perhaps to a lack of effective teaching, but to lack of effective practice or training.

Training is the occasioning and directing of manual or mental activities resulting in manual, mental or moral power and skill. It is based upon the pedagogical truism that the performance of every normal, mental or moral act tends to make the mind or hand act again in a similar manner more readily and easily. Hence, that ability and skill to write is increased by writing, to memorize by memorizing, to think and reason by thinking and reasoning, to drive nails by driving them, to sew by sewing, to cook by cooking.

In manual or gymnastic exercises of course the pupil must acquire correct motor control of his muscles, to make them do what the mind dictates. This is also true of the more intellectual activities, such as piano playing, typewriting and other arts resulting from the combined use of mind and muscle.

Symbols too must be associated with their meanings. For example, the acquisition of a vocabulary of a foreign language consists of association or connections between the foreign words or symbols and their meaning, in understanding the language and in linking the meaning with the foreign words in writing or in speaking the language.

Now it is not enough merely to acquire motor control and to associate symbols with their meanings. There must also be enough practice or drill to make these movements and associations automatic, that is, self acting or habitual. Their repetition must become to us, as it were, "second nature," so that we can perform certain tasks with little or no special thought, intention or effort very much the same way that we walk and breathe. Herein lies the value of habit, since it enables us to perform what we ought to perform easily, rapidly and accurately without any special thinking or effort. In fact, we are really not thoroughly educated in any subject until it has assumed the form of a habit. Habit, then, is a form of all genuine education. It is as has already been said "nine tenths of life." In a certain sense man is in reality "a bundle of habits" making him what he is. Dr. Rosenkranz goes so far as to say that a person is not thoroughly educated in anything until it has assumed the form of a habit over him. To illustrate, we may say that one is not well think what is the sum of nine and seven. Certainly he is not thoroughly educated in French if he must stop to educated in addition until he does not have to stop and think what are the French words for the thought which he wishes to express. Certainly too he is not well educated in religion if he must debate whether it is right or wrong to lie, fight or steal. As a matter of fact his knowl-

(Continued on Page 88)

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Camouflaging the Issue.

Not a few Catholics are inclined to receive the news concerning the almost nation-wide fight against the parochial schools with a credulous smile. They seem to have been misled by the patriotic guise under which this fight is being carried on. The attempt to eliminate foreign languages from the curriculum of the elementary schools they regard as a patriotic measure aimed solely at the teaching of German. Such, however, is far from being the case, for, of all schools in non-English speaking parishes, parochial schools in originally German parishes will suffer least in the event that the attempt succeeds.

The following taken from J. A. Burn's article in the "Catholic Encyclopedia" on parochial schools in the United States is very illuminating in this respect:

"The Polish schools have the largest aggregate attendance. They are scattered all over the country, but are especially numerous in the large industrial centers. There were, in 1910, 293 Polish parishes with schools having an attendance of 98,126 and with 1767 teachers. Next in number come the French schools, most of which belong to French-Canadians, and are located in New England. These schools in 1910 numbered 161, with 1480 teachers, and a total attendance of 13,838. Bohemian schools, the same year, had an attendance of 8,978; Slovak schools, 7,419; and Lithuanian schools, 2,104, with a corresponding number of teachers of these nationalities. There were formerly many German schools in the United States, but schools in German parishes now generally employ English as the medium of instruction, although German is also taught as one of the regular classes." (Vol. XIII, p. 584).

The teaching of catechism and religion in the language in which the child learned to pray at its mother's knee, is a right which Catholics cannot defend too zealously. In the interest of parental authority, it is likewise expedient that children of foreign-born parents receive instruction in their mother tongue. The present drive against parochial schools on the foreign language issue, ostensibly being directed against German schools, is a camouflaged campaign; it is principally Catholics of non-German birth and descent who will be the real victims. Champions of the cause of Catholic education ought to see the danger that lurks in the background. If certain fanatics succeed in their present attempt, a State school monopoly may be established and we may see gradually passing from the parochial schools precisely those religious and moral features which constitute their "raison d'être."—The Echo.

Catholic Boy Teaches Freethinker Lesson.

Not long ago a Catholic boy was traveling in a train between Brussels and Namur, an exchange states. In the same train was an infidel school inspector. On passing before a Catholic church the boy uncovered his head in honor of the Blessed Sacrament, which he knew was kept in the church.

The inspector, who up to this time had been reading a newspaper, on seeing the reverence paid by the boy to the house of God, began to laugh, and the following dialogue ensued:

"To be sure, my little friend, you must be an altar boy?"

"Yes, sir," replied the boy, "and I am just preparing for my first Communion."

"And would you please tell me what the curate teaches you?"

"Well, he is just instructing me in the mysteries of religion."

"And, please, what are those mysteries? I have forgotten all about those mysteries this long time ago, and in a couple of years it will be the same with you."

"No, sir; I will never forget the mysteries of the Holy Trinity, of the Incarnation and of the Redemption."

"What do you mean by the Holy Trinity?"

"One God in three persons."

"Do you understand that now, my little friend?"

"Where there is a question of mystery, three things are to be distinguished—to know, to believe, to understand. I know and I believe, but I do not understand. We will understand only in heaven."

"These are idle stories; I believe only what I understand."

"Well, sir, if you believe only what you understand, will you tell me this: How is it that you can move your finger at will?"

"My finger is moved because my will impresses a motion on the muscles of my fingers."

"But do you understand how this is?"

"Oh, yes; I understand it."

"Very well, if you understand it, then tell me why your will can move your finger and not, as in the case of a donkey, your ear?"

That was too much for the learned school inspector. He made a sorry face, coughed and muttered between his teeth: "Let me alone, little fellow; you are far too young to teach me a lesson." He resumed reading his newspaper and never took his eyes from it until his unpleasant little traveling companion had stepped off at the next station and disappeared from sight.

Against Parish and Private Schools.

That the present agitation against the parochial schools is not directed merely against schools which include the teaching of foreign languages in their curriculum, but against the entire Catholic educational system is shown by the recent attack on parochial schools in the Missouri Legislature by John E. Dyatt, Republican leader in the Assembly. Mr. Hyatt said:

"The little red schoolhouse is the true foundation of American ideals and institutions. Our public school system is the true melting-pot, in which the boys of all nationalities are developed into that type of American doughboy that became the wonder of the world during the war in Europe. The American public schools have inscribed their names indelibly on the battlefields of France and Belgium, and if I had my way, I would not permit a single parish school or private sectarian school in the United States.

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TEACHERS' CONFERENCE HOUR

Topics of Interest and Importance

Vocational Calling for Girls. The following question and answer, which appeared in a recent issue of "The Chicago Tribune," is of interest

to teachers: "I am asking your advice in regard to my daughter, who is in her last year at high school. I have been expecting her to be a teacher, but she tells me she does not want to do this, as she must go to normal two years and probably substitute a year more and then not earn as much as she could probably earn by studying stenography for six months. Will you kindly give this your best attention, as your answer means much to both of us."

"R. D."

Comparison between the teacher's life and the business woman's life is hard to make; the work of each is widely different; the choice should lie with the individual entirely. To those who like teaching the work with the children, the associations of the school, the long vacations in summer and the Saturday holiday make teaching infinitely more desirable than business. In business the hours are longer, the vacations shorter, but for the first few years at any rate the average pecuniary returns are considerably larger. If your daughter has no liking for teaching and does not think she would care for the life I should certainly send her to some business college after she leaves high school and fit her for a business life.

Teaching Catholic History. Somewhere in the United States recently there was a teachers' meeting in the auditorium of a prominent church, at which the pastor of another church made an address.

We quote in part from a report in an exchange:

"I am asked to make a few remarks on the study of history in our elementary schools. One of the difficulties in treating this subject is as Mr. Billings said: 'Not that people don't know things, but that they do know so many things that ain't so.' Many people seem to know very many things about the Catholic Church and its history in the United States that are not so."

Then, after some interesting and instructive remarks about the necessity and value of the study of history, the report cites instances of the lack of Catholic details in current historical manuals and dwells on what should be taught to the pupils of our schools. Among the suggestions thus made are the following:

Let them know that half of Washington's army were Catholics; that many of his most trusted generals were the same; that the Catholic Generals Stark, Wayne, Sullivan, Montgomery, Moylan, Fitzgerald, Pulaski, Rochambeau and Lafayette are names forever entwined in the laurel wreath that crowns the hallowed brow of our immortal Washington.

Catholic nations, and only Catholic nations, aided us in our fight for liberty, and without their aid we would have lost.

How our hearts leap these trying days at the sound of the strains of "The Star-Spangled Banner." Its author, F. Scott Key was a Catholic.

Duds. There will be "duds" and dunces as long as the world lasts. It is useless to get out of patience with them. Only continual repetition of the same point will bring them up to the level of the other pupils.

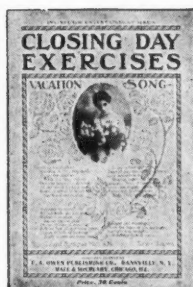
Years ago, the "dud" was harassed, and "kept-in." Today, probably, he is taken too much as a matter of course, and allowed to "slide." It is not a hardship on the "dud" to learn that in some subjects he must put in extra time. The teacher who lets the "dud" "slide" is not kind to him. The world will use him hardly enough for his deficiency; the business of the school is to implant in him the knowledge that he must work harder than others to achieve a similar result.

The medium way is the best way with the "dud." Expect something from him, but not too much! The test of a good teacher is often the way he manages a "dud." The teacher who is "hard" is not popular with the rest of the class. Ill-treatment of "duds" is remembered by others for a life-time. One need not be soft. There is a difference between unkindness and softness.

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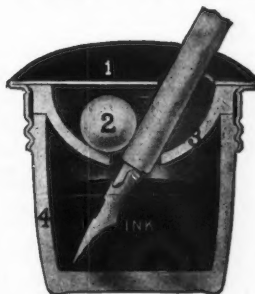
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TRAINING WRITERS.

(Continued from Page 81)

severance and of courage. If there were more Catholics content to swinn and sweat along the low places of the beginnings of authorship, possessed of the bold courage to persevere in the face of whatever criticism and to try and try again in the teeth of whatever discouragement, there can be no doubt that we should have very many more effective writers.

Another early illusion that Catholic teachers should labor to destroy in the minds of their talented pupils is the false humility that makes them think it some sort of sin against humbleness to appear in print. If they are in search of humiliations they may perhaps find them much more swiftly and effectively by writing than by refraining! So far as self-knowledge is concerned, which is at the root of humility, they will perhaps discover more about their own true character and what others judge of them by writing than by almost any other course of action. As teaching is often even more illuminating to the teacher than to the pupil and discloses one's own character even more than the characters of those whom one pilots in the class room, so too the work of writing is an admirable way of testing one's own powers and discovering one's personal limitations.

Just as there are not a few men who acquire a repute for wisdom from their silence more than from their speech, so not a few who "might have been such splendid writers" owe this hypothetical repute much more to what they have failed to write than to what they have written. Since humility is truth it may be greatly aided by honest efforts at authorship. There are balances and stays of rebuffs and disappointments enough in the writer's work to safeguard his humility.

Disabuse your pupils then of that false pride and human respect which will make them shrink from publishing what they have talent enough to write. Replace such false sentiment by the sturdy resolve to bear somewhat and dare somewhat for the cause of Catholic literature. Tell them beforehand of the repulses they will meet, of the difficulties they must overcome and the probable discouragements and inward shrinkings and weariness they must contend with in order to persevere and do something worthy of their faith and its traditions of culture and achievement. Such instructions, informally introduced, will profit not only those who have some prospect of becoming writers but all the class because it will give them a true outlook upon life and teach them to appreciate the labors of Catholic writers now gone to their reward.

The trying experiences of authors in which the history of literature abounds, will give one ample texts for many such instructions. Nor has this aspect of letters changed even in our time when the opportunities for writing are so multiplied and the rewards so ample. It is still only by patient struggling that most writers gain their audience and achieve their measure of success. Not long ago a very well known man of letters was speaking to us with amused appreciation, of the perseverance of a poet of his acquaintance who had recently brought out a volume of his verse and had, previously to its publication, given it to this critic for revision. "He is a man well received in literary circles" said the critic, "and who has gained a good measure of success. But what I most admire about him is his perseverance. With the collection of poems which he sent me was a record sheet which contained the memoranda of the various periodicals to which he had submitted the poems for publication before gathering them into this book. He had written on the sheet the titles of some twenty magazines to which each poem was submitted, one after the other. As soon as it was rejected by one it went out to the next one on the list. "One of the poems," he continued, "had gone in this way to every one of the twenty magazines and been rejected by them all." Then the author began again at the head of the list and sent it for the second time to one after another. When it had got to the middle of the list on its second trip it was finally accepted and published! Persevering, wasn't he? Yet, to many aspiring beginners in authorship, this poet seems perhaps to sail merrily along on favoring breezes, and they envy him the ease and frequency with which he gets his poems into print.

It would be very profitable, from the standpoint of encouraging Catholic writers, for the teacher to collect a ready store of such bits if literary gossip which show

how great a perseverance and resolve is often required for any real success in authorship. Perhaps the most valuable lesson taught by such instances is to encourage those who have solid talent and good prospects of successful authorship to acquire that stubborn perseverance and persistent industry without which talent is not of much avail. Anthony Trollope, so the story goes, was once asked by an aspiring neophyte what he considered the chief requisites for success in writing. "Pen and ink," answered he, "and a piece of sealing wax." "What is the sealing wax for?" inquired the mystified young man. "To put on the chair, my dear," retorted Trollope, "to keep you at your work." One might alter the advice a bit to fit present day conditions and advise the intending author to supply himself with pen and ink and a multitude of postage stamps, to put perseveringly on the manuscripts when they come back, and send them out again.

Little talks on effort and perseverance, introduced by such incidents as this, will form pleasant and profitable interludes in English classes. In the higher classes of high school and at college such talk about authors and authorship is particularly useful to stir up in talented pupils the ambition to write for publication. When one begins the study of a writer and his works, much should be made of the preparation he or she had for writing, of the way material was gathered, and practice got. The anatomy of a book, which does not spring full armed from the author's head like Minerva from Jove's forehead, but is the result of experiences and meditation, and often a laborious patchwork of years, should be dwelt on and made manifest. It is misleading to the pupil to study books as though they were some rare growths of nature and writers as though they were mysterious wonder-workers. Students should be got to see that the works they are studying were produced by the efforts of men and women like themselves, with the same gifts and capacities in kind if not in degree, which they themselves possess. They should be encouraged to aspire, in their own degree, to the expression of themselves just as these more gifted writers whose works they study coined their own experiences and reflections into permanent literature.

The truth is that any human expression is precious in its own way, and even the writings of children have their interest and value as part of the great voice of humanity. At one end of the ascent one has, it is true, the great masters of literary expression, whose works are imperishable because they appeal to the heart of humanity with a compelling power. At the other are the first feeble efforts of a child at self expression. Yet no violent break but a gradual and slow ascent leads from the one up to the other. Between are found all the degrees of literary excellence. If talented boys and girls could be got to realize that the authors they admire once stood where they now stand and looked up towards the height with the same sense of distance that they now experience, and that they themselves may go far on the same road which these prototypes and models have travelled, it will be easier to get them to take the pains and acquire the perseverance that will make them effective authors.

The initial encouragement, this impulse and interest communicated to our Catholic students in their early beginnings of authorship are of far more importance than many teachers seem to conceive. To give a youngster that tremble of hope, that stirring of anticipation that some day he or she may actually accomplish something worth while in writing, is to sow the seed of authorship. The Catholic teacher, interested in the future of our literature and anxious that from among his or her pupils may arise some effective writers to carry forward the banner of the Church, will think any pains worth while taking and any efforts well spent that will encourage even one Catholic boy or girl to dream of writing and will help to see his feet on the long way that leads to literary success. One must keep sowing and sowing if the harvest is to spring, and one never knows what chance seed, sown perhaps on unpromising soil, will germinate and bring forth fruit a hundredfold. Yet even to those pupils who have no especial talent and who can never put in practice what they hear of the beginnings of authorship, these suggestions and instructions will be profitable, because they will help to inspire interest in literature and to give a better understanding of letters. But to that occasional boy or girl who truly has a possible career as a writer and who only needs incentive and encouragement to begin and persevere, our occasional words may be the tiny seed that shall grow up into a tree that will refresh the earth with its shade. Even though we encourage a lesser light of literature to dare modestly to shine we shall have done a worthy deed. For in the future, more even than in the past, we shall have need of Catholic writers.

Information regarding any article or textbook not advertised in these columns may be had by writing to our Subscribers' Free Service Department, care The Catholic School

THE CHILDREN'S CHOIR IN THE CATHOLIC CHURCH.

Rev. F. J. Kelly, Musical Director.

Catholic University, Washington, D. C.

Our Catholic people as a rule underrate the value of children's singing in our churches. They do not begin to appreciate the beauty of the child-voice and its possibilities. Yet who can deny its refining and spiritual influences not only upon the children themselves, but also upon the congregation. It develops in the child a holy reverence, it creates in him a love for the beautiful in everything. The moral result is as marked as the artistic. The children come to understand that singing is the worship of God and consequently they are profoundly impressed and this feeling is likely to have a life-long influence over them. The effect of the work upon the children of the choir is not only to develop their ability to sing, but it also tends to promote church loyalty and brings to them the realization that they are taking an integral part in church activities. A children's choir is the only basis and hope for artistic singing in our churches in the future.

The children's choir affects each individual child personally. The boys and girls are given a poise of demeanor, a loftiness of purpose, and a refinement of manner which is found only in homes where culture exists. The children receive a certain something from this training, which stamps them immediately as out of the ordinary and gives them a desire for the highest and the best, which is really the only thing worth while. Again children who are thus identified with the choir, are much more regular in attending church services which are not obligatory, for they feel a certain personal responsibility to the organization. Besides, habits of punctuality and regularity are developed; a regard for holy things, an appreciation of the beautiful, true and good in music and an ability to interpret the same most artistically are constantly being taught. These are essentials of inestimable value not only to the choir as a whole, but also to the individual members.

As a children's choir is for the educational and musical as well as the spiritual culture of its members, it is necessary that only the best music should be taught. In most of our churches, this choir furnishes the singing for the Low Masses on Sunday, consequently hymns form the greater part of its repertoire. It is a matter of keenest regret that we have so few Catholic hymnals that are rich in fine music and so many that contain music of a cheap and insipid kind, music wholly unfit for the House of God. One having charge of a children's choir should adopt one or two good hymnals, so that the musical taste of the children will be developed to the highest degree. The taste that is cultivated now, will be the taste that the children will have when they grow to be men and women. The culture of beautiful and appropriate church music is therefore a sacred trust to those who teach, the responsibility of which cannot be too keenly felt.

Our Catholic parochial schools are the nurseries of children's choirs. All the children of the school, boys and girls who have a correct ear should be inducted as members, and it should be impressed upon them, that it is an honor to be allowed to sing God's praises in His Holy Temple. Only those should be intrusted with the cultivation of children's voices who have made a careful study of the subject. The voice of the child is capable of beautiful work when properly trained. Improper training of this delicate instrument may ruin it forever. An eminent authority has this to say concerning the child-voice: "I have found it an art by itself to teach children singing. It requires the most careful, gentle treatment, much more so than the cultivation of the voice of the adult demands; and therefore only the best teachers should be trusted to the cultivation of children's voices." As the aim of the children's choir is to promote beautiful singing and develop the voice, for future use, it is absolutely necessary that the teacher in charge make a careful study of the subject. Such a teacher owes this to each individual child belonging to the choir.

Many teachers make it a point to send in their subscription renewal for the next school year before the end of June. This is a commendable practice, not only in the fact that it indicates a habit of getting things attended to in advance, but it also shows a helpful appreciation of the service rendered by The Journal month after month. Any who have not yet remitted for the school year now closing are urged to do so as soon as possible.

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TRAINING PRACTICE OR DRILL, THE THIRD PART OF THE RECITATION.

(Continued from Page 83)

edge of the Ten Commandments should be so habitual with him as not to necessitate any hesitancy in doing right.

This is what Dr. James means when he defines education as "the organization of acquired habits of conduct and tendencies to behavior." So strongly has he placed the emphasis on the habit element of education as related to the reason element that his well-known quotation summing up these relations has well-nigh become a pedagogical classic not to say school room motto. "We must make," says he, "automatic and habitual, as early as possible, as many useful acts as we can. * * * The more of the details of our daily life we can hand over to the effortless custody of automatism, the more our higher powers of mind will be set free for their own proper work."

Here we have the true relation to be established between habit and reason in education, a relation which should be understood by every teacher. To apply this motto **we must, first of all, start aright. Only correct practice makes perfection** since this automatization is no respecter of the character of the power and skill it develops. It may be right or wrong, good or bad accordingly as the practice has been right or wrong, good or bad. In either case is it equally domineering. Witness the careless, slovenly penmanship, the incorrect posture, inarticulation and mispronunciation and the utter disregard for punctuation, emphasis and inflection in reading, the abominable habits of incorrect language, incomplete sentences, half-baked explanations due solely to wrong starts and repetitions. What a needless waste of time and energy is spent in trying to break up these incorrect habits and forming correct ones. Certainly it would be far easier and more economical to form correct habits at the start than to reform the incorrect ones and form correct habits.

Imitation of correct models and verbal directions are both helpful in teaching the child to get the correct idea of the thing to be done. The latter, however, should not be over-emphasized. Attention should, for the most part, be centered sharply on the result to be obtained rather than on the movement of the work. For instance, the pupil should be taught to be accurate rather than rapid in his mathematical calculations. Accuracy first, then speed is the rule. Having obtained the former we may then drill for the latter. To this end pupils should be drilled for speed in adding a column of figures twenty deep easily and accurately in one minute. Similarly other exercises may be given to be done in a limited time.

In drilling for speed the time element should be adapted to the child's capacity. Care should be taken that the drill be not too rapid for the slow pupils nor too slow for the quick ones, otherwise it may discourage the former and bore the latter and be of no benefit to them. The rate should therefore be only rapid enough to allow as large a number of pupils as possible to complete the work with excellence and accuracy in less and less time until the minimum is reached. Pitched at the highest level of the pupil's best efforts and completed at a constant reduction of time, efficient drill will eventually make a slow pupil become a quick one.

Moreover, **the drill should be neither too easy nor too difficult for the pupils.** Just as an athlete who always does light, easy exercising does not develop greater physical strength so also the pupil who only does light, easy mental exercises develops little or no intellectual strength in comprehension or practice. If the practice matter is too easy it not only fails to strengthen but also destroys interest and disgusts the pupil; if too difficult it exhausts the very powers it ought to strengthen and likewise discourages the child. Hence the difficulty of the practice matter should be gauged so as to enable the child to do easily, excellently and accurately what tests and develops his strength without discouragement.

Also **the practice matter should be motivated, that is, the child should be led to see the need of correctness and skill in his work.** This should motivate a repetition of it. Should this automatizing become monotonous and repulsive even though he appreciates its needs and values perhaps nothing short of arbitrary command enforced, if necessary, by compulsion will keep him at practice until he has attained the power and skill desired.

There are, however, some helpful devices which may avert compulsion. Among these are **interest, variety and**

novelty. Often an old problem may be given under the guise of a new one, introducing variety and novelty with its inviting crispness and freshness, yet preserving the essential adjustments to be automatized. A quite common device is to put an old arithmetical problem in a new way so as to appeal to the "puzzle instinct," impelling pupils to solve the problem.

Another effective device is that of appealing to the instinct of emulation, that whetstone of talent, the spur of industry, so successfully worked out and used by the Jesuits in their system of education. Arranged in pairs the lower class boys were *aemili*, or rivals, to one another, it being each boy's business to catch his rival in error and to correct him. In addition to this individual rivalry there were the hostile Rome and Carthage class divisions, or camps, having pitched, mental battles on various questions, quizzing the enemy and exposing his erroneous answers to the master's questions.

Closely allied to these devices are the old-fashioned but still serviceable **"spelling and figuring matches"** in which rival sides were chosen for the purposes of "spelling or figuring down" the rival sides. This afforded splendid practice and was no doubt largely responsible for the good spellers of the pristine days of the old "blue-back spelling books."

Another effective device, if judiciously handled, is the **exhibition of fine work** in writing, drawing, manual training, domestic science or any other school arts making a good show of the content and character of the work done.

Helpful as these practice devices may be, they should not be overworked. Training, practice or drill we must have, but only enough to stimulate interest and develop power and skill. Certainly valuable time and energy should not be wasted on stupid, routine, aimless, unnecessary drills upon what the children know and do well enough.

Neither should the "showy" results of novel devices be made the ends of teaching and learning. True, they stimulate interest which impels the mind to learn willingly and rapidly, but interest is only a means to an end. It guides along the lines of least resistance, but to follow only the dictates of interest and least resistance in education means failure, for in education, as in every other activity of life, "there is no excellence without great labor." Work is the basal factor, the *sine qua non* of education. It is always more or less wearisome and painful, but there is no civilization or progress without it. Certainly it is the teacher's business to educate, to civilize the child. He must, therefore, not only direct, but pull and even prod him to perform those irksome, painful duties and practices so necessary to success in any worthy achievement.

RETARDATION IN THE SCHOOLS.

Prof. S. B. Allinson of the Chicago Public Schools undertook to discover the causes of retardation and he publishes the result of his study in a bulletin entitled "Grade Progress for the Year 1916-17." His method was to ask each principal and teacher to give the cause of retardation in all cases where the child was two or more years behind the proper grade for age.

In the judgment of the teachers 2.4 per cent of them were behind because of purely physical defects. This figure did not include 2.4 per cent backward because of poor sight or 1.2 per cent backward because of poor hearing. In other words the teachers estimated that 6 per cent of the backwardness was due to physical defects. Another 10 per cent was ascribed to ill health.

The teachers were instructed to give but a single cause. If there were two or more causes their instructions were to report only the one which in their opinion was the most important. Under the circumstances, we expect health to be rated lower than its true value.

Among other causes were: Foreign, 20.1; delay in entering school, 12.1; family difficulties, 8.9; variant mentality, 6; backward, 18.5; low mentality, 6.6; feeble minded, 7; irregularity in attendance, 8.8; temporarily in the grade, 1.9.

The expected tendency would be to overrate the factors—delay entering school, foreign, irregular attendance and the poor mentality groups—as being obvious and to underrate the other groups.

It was noted that practically all the poor showing due to "foreign," meaning inability to comprehend English easily disappeared by the fifth grade. After that the "foreign" made a better showing than the "natives."

One of the most interesting causes was that of dropping out of school. The retardates furnish a considerable part of those who fail to finish the grades. Thus is the cost of retardation added to.

NATURE AND PURPOSE OF THE SCHOOL CREDIT PIANO COURSE.

We stand at the entrance to a new era in piano instruction. The piano teacher, who has been a free lance up to the present, is now to be given a definite place in the school system. In return, however, he must conform to the pedagogical principles which that system has established.

Foremost among these principles is the dictum that the student's work must be planned out, graded and standardized. To aid the piano teacher in this emergency, the School Credit Piano Course has been compiled (published by Oliver Ditson Company), with the further object of reconciling the interests of the school with those of the private teacher.

In order that it may fit into the school system, the course is divided into seven years, each consisting of 36 lessons, one for each week of the school year. In these lessons the subject is developed progressively, with each new point given practical application as it is reached. Provision is made in each lesson for testing and grading the pupil's work and also for recording his practice.

In the interest of the instructor, the course dwells especially upon those fundamental details which must be thoroughly presented to all pupils alike. Otherwise the teacher has full liberty to curtail or amplify the materials given. Further aid in interpreting the lessons is furnished in the Teacher's Manual, which accompanies the lessons for each year.

The typography of the lessons has been planned so that the pupil's attention may be especially drawn toward the salient points; while pertinent illustrations of the text are numerous. The lessons are issued on the loose-leaf system, so that the pupil is given a new lesson-sheet each week. Thus the joy of accomplishment is emphasized and the tedium of a bulky instruction book is avoided.

Since the leading aim of the editors has been to lay the foundations of competent musicianship, certain subjects are emphasized which are not ordinarily included in piano instruction, but which are permitted through the saving of time that results from the use of a text-book.

First in order of subjects is the construction of the instrument. Notation, the next subject, is developed progressively, and only according to the demands of the music that is given. By the end of the first year the pupil should arrive at an understanding of most of the elementary symbols. During this year, too, he is given various exercises in writing, as well as reading notes.

Technic is presented in two types of exercises, the first dealing with fundamental gymnastic practice and the second with exercises preparatory to the principal piece in the lesson. Transposition of the exercises in technic and in harmony is constantly required.

A focal feature of each lesson is the Study Piece. These pieces have been chosen primarily for their musical value from the works of both classic and modern writers. The composer and the form of each piece are given special attention, while all expression marks are defined and pronounced.

Harmony is developed in its relation to the keyboard, to which each new principle or chord formation is immediately applied. Better appreciation of the compositions studied is insured by the analysis of important chord-progressions.

Perhaps the most vital element of all, however, is the Ear Training, which is a feature of each lesson and which is mainly occupied with short phrases derived from other materials in the lesson.

A supplementary composition in each lesson provides for Sight-Reading, for which careful directions are given.

The pupil's practice is regulated by frequent suggestions, and the lesson work is summed up in the final section of the lesson. This work includes definite assignments for memorization.

In presenting the School Credit Piano Course as above outlined, the editors earnestly invite the co-operation of the public in assisting their labors by suggestions and criticisms. It has been their aim to produce a text that is at once broad in its outlook, elastic in its application, moderate in price, easily obtainable in part or as a whole, and available for unrestricted use by teachers of all sorts and conditions. How far they have succeeded in realizing these ambitious ideals, it remains for the musical public to determine.

HEALTH HINTS.

POSTURE OF THE SCHOOL CHILD.

Many school children do not hold themselves erect, but tend rather to a slouching posture. This may be due to too long confinement in one position or to the desks and chairs not being proper in size or shape. This may induce an undue curving of the back, with a contraction of the chest.

Anything that leads to a one-sided position for any length of time is undesirable. The desk may be too high or too low, and the chair may be placed too far back from the desk. The seat should be so placed that a straight line falling from the inner edge of the desk will strike the seat about an inch back of its edge. The seat for each child should be of the same height as the length of the leg from the foot to the knee, so that, when sitting, the sole and heel can rest easily on the floor. When the seat is too low, the body is bowed forward, and if too high, only the toes touch the floor, and a strain is thus put on the whole body. Every seat should be single and slightly curved as an aid to comfort, with a back that curves slightly forward.

The rear edge of the desk should be about level with the elbow. If the desk is too high, the spine is thrown into a condition of lateral curvature. The top of the desk should slant slightly toward the pupil, so that the book will rest at an easy angle for reading. Correct posture on the part of a growing child is so important that the details here mentioned in reference to seats and desks should be carefully considered. If many hours each day are spent in unnatural or strained positions, the results cannot fail to be disastrous.

THE SCHOOL ROOM AND APPLIANCES.

As much of the child's time is spent in school, it is of great importance that the room and all appliances should be conducive to health. Ventilation and light are of great importance. The complicated mechanical devices for delivering fresh air and removing foul air are now being superseded by a return to the simple cross ventilation from windows opening outside. Air in sufficient motion to cause draft, however, should be avoided. By opening the windows at the top, or by placing boards between the sashes, a direct draft can usually be prevented. During recess, while the children are out, the air of every schoolroom should be completely changed by opening all the windows to their fullest extent. There will be sufficient window space if the window surfaces are about equal in combined area to one fifth of the floor area.

Each child should be provided with about twenty square feet of floor space and allowed at least from two hundred and fifty to three hundred cubic feet of air space. The windows should be placed as high as possible toward the ceiling for good light as well as ventilation. A northern light is generally preferable, but from whatever direction it comes, it should strike the book of the pupil from above and behind, and, if possible, from the left. Glaring sunlight is hard on the eyes, and any dazzling light may be avoided by window shades made of some kind of gray material. The walls of the room are best tinted with a shade of gray, and every part should be well lighted. The best temperature for the room during winter will be about sixty-eight degrees Fahrenheit.

"A SOUND MIND IN A SOUND BODY."

This ideal of the ancient Greeks was the maxim of the opening session at Chicago of the annual convention of the American Physical Education association attended by over four hundred delegates.

In the annual president address Dr. William H. Burdick of Baltimore emphasized the necessity for closer attention to the general health and better physical training. He said the war had proved a tremendous object lesson to the American people and this lesson should be heeded.

"In the first draft 291 out of every 1,000 were turned down," he said. "This points to a grave condition."

"Recent statistics show that poverty is largely due to physical causes. This association favors compulsory physical training laws. We have them in twelve states, and hope to have them in all. No child should be promoted at school unless it is physically as well as mentally fit. Of course, Americans are in better physical condition than any other people, but our condition should be still better."

THE ASPERGES: THE THREE MELODIES OF THE VATICAN KYRIALE.

Rev. Gregory Huegle, O. S. B., Conception Abbey, Conception, Mo.
(Twelfth Article of the Series)

Melody No. 1. From the Manuscripts of the XIII Century.



Rev. Gregory Huegle, O. S. B.

It will be seen at a glance that the antiphone of the **Asperges** consists of two melodic sentences, separated by a whole pause. Each sentence consists of a fore-phrase and after-phrase: The fore-phrase forming the ascent (arsis), the after-phrase the descent (thesis) of the melody. It will be further noticed that the second sentence begins and ends with the same melodic motifs as the first. The emphatic quilisma neum over **Domine** in the first sentence re-occurs in the second sentence in contracted form and on lower pitch over **et**. This repetition

of motifs results in a chant composition of perfect symmetry. The joyousness or the seventh mode is in evidence in the rapid ascent from G—g; in the second sentence the span of a seventh (G—f) is introduced to prepare the final cadence of so short a composition. A festive Sunday spirit pervades the anthem. Words of penance welling up in brisk and energetic tune must appeal to the Father of Mercy, who loves a "cheerful giver." Significantly, if not very reverently, this melody has been termed "a sugared pill." But then we may ask, shall God's chosen children excite contrition with long-drawn faces and gloomy voices? There is certainly more virtue in a whole-hearted and youthful appeal to Him Whose name is "Love."

The descending tone figures in each sentence are full of confidence, re-assuring the parochial family of God's willingness to forgive and forget, to purify and sanctify. The quilisma group in each sentence seems to portray the logic points of gravitation: Sprinkle me, **O Lord**....and I shall be cleansed. It's an act of faith, musically expressed, with a spontaneous response on the part of God, reminding us of the same royal prophet in another psalm: "Cry unto me, and I shall hear thee." The leper in the Gospel narrative cries: "Lord, if thou wilt"—and quickly comes the answer: "I will, be thou made clean."

No. 2. From the Manuscripts of the X Century.

In tonal concept more compact, this melody appears like a fore-runner of No. 1. The pressus at **Domine** is

The Asperges Melodies of the Vatican Kyriale
Original Pitch

No. 1. Seventh Mode

A. sper- ges me, Do- mi- ne, bys- so- po et munda- bor

No. 2. Seventh Mode

A. sper- ges me, Do- mi- ne, bys- so- po et munda- bor

No. 3. Fourth Mode

A. sper- ges me, Do- mi- ne, bys- so- po et munda- bor

boldly prayerful. The structure of the two melodic sentences is symmetrical and perfectly balanced in every detail.

No. 3. From the Manuscripts of the XII Century.

This melody is meditative, introspective, full of intensity: an Advent and Lenten atmosphere lies upon it. The soul sings to herself. We are transferred out of the modern tone-world into the Ages of Faith. The endings of the psalm verse will lose all harshness when rendered with rhythmic swing and a gentle ritardando. There is no doubt that a peculiar charm hovers about this melody. It becomes a favorite with those who test its merits.

SUPERVISED STUDY.

A few years ago the attention of teachers was called to the fact that many children fail because they do not know how to study. Not a few superintendents have, within the past few years, rearranged the daily program in both the elementary and the high school so that teachers may have the opportunity to supervise the study of pupils. Supervised study may no longer be considered an experiment. The interest in it has become such that several books and numerous magazine articles have been written on the subject. Teachers' associations and institutes have taken it up as one of the vital problems in school management.

The purpose of supervised study is to shift the emphasis from the recitation period to the study period and to give more attention to methods of study and less attention to testing the pupils to find out how much they remember of the text. A recitation of 10 minutes after 30 minutes of supervised study is no doubt better than a recitation of 30 minutes after 10 minutes of study, the amount of time some pupils give to the studying of a lesson. Since good habits of study are more desirable than the mere accumulation of facts, one of the important functions of the teacher is to teach children how to study.

The results of supervised study have been reported as good. The following trial was made of this method in the elementary grades:

Many of the supposedly dull pupils manifested unusual ability after a short time, due to the confidence caused by class discussion and better methods of study. Nonpromotions were diminished, and a better standard of work was obtained in both divisions. The dull pupils were not outstripped in coming to conclusions by the bright ones; neither did the quicker pupils have to wait for explanations that were needless to them. At the end of the year the class came nearer to being all on the same level than they could possibly have been with all pupils in the same group.

The following suggestions as to methods of study are outlined, which should prove helpful, especially if the teacher encourages and assists her pupils to follow the suggestions:

Suggestions.

1. Make out a regular study program at the beginning of the term for both school and home study. A regular study program saves time, prevents idleness, presents a definite task for each period of the day, assures preparation of each lesson, shows the necessity for home study, and tends to create habits of regularity along all lines.
2. If possible arrange to study immediately following the recitation in the subject.
3. Follow your study program regularly every day. Never make an exception to this rule.
4. Begin to work at the beginning of the period. Do not waste time.
5. Provide yourself with the material the study of the lesson requires at the beginning of the study period.
6. Begin by reviewing the chief points in the last recitation in the subject to be studied.
7. Study the assignment. Be sure you understand it and know what you are expected to do.
8. Concentrate on the work to be done. Do not let other things attract your attention. When you study make a serious business of it. Do not dilly dally.
9. Read the lesson through as a whole and get the general idea.
10. Study each paragraph, topic, or problem in detail. Understand it before going to the next.
11. Make use of the dictionary, reference books, maps, and all aids available.
12. Stop frequently and think over what you have read. Relate the new ideas to old ideas of a like nature.
13. Make a brief written outline of the chief points. Close the book and think through the lesson following the outline.
14. Review often. Memorize important data.



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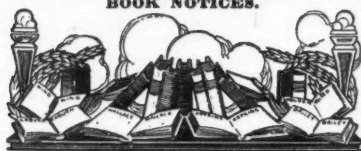
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BOOK NOTICES.



First-Year Mathematics for Second-ary Schools. By Ernst R. Breslich, Head of the Department of Mathematics in the University High School of the University of Chicago. Cloth, 345 pages. Illustrated. Price, \$1.00 net. University of Chicago Press, Chicago.

One thing noticeable on the most casual examination of this attractive volume is the pains which the author has taken to arouse and maintain lively interest. The illustrations, for instance, are not confined to diagrams accompanying problems, but include full-page portraits of men identified with discoveries pertaining to the science of numbers. There are also brief biographies of these men. In the lessons proper the subject of mathematics is presented on a novel plan in such a manner as to encourage students to think and place them in possession of a number of important geometrical facts as well as of sufficient algebra to manipulate formulas and solve questions in one or more unknowns.

Democracy versus Autocracy: A Comparative Study of the Governments in the World War. By Karl Frederick Geiser, Ph.D., Professor of Political Science in Oberlin College. Cloth, 94 pages. Price, 60 cents. D. C. Heath & Co., Boston. Within a brief compass, Prof. Geiser presents an illuminating comparison of the governments of the United States, Great Britain, France, Italy, Germany, Austria-Hungary, Belgium and Brazil, showing the differences between governments responsible to the people and those in which political power is concentrated in hereditary rulers. He has produced a timely and useful book.

American Ideals: Selected Patriotic Readings for Seventh and Eighth grades and Junior High Schools. Compiled by Emma Serl, Teacher Training School, Kansas City, Mo., and William J. Pelo A.M. (Harv.) formerly Superintendent of Schools, Swampscott, Mass., with an introduction by Charles W. Eliot, President Emeritus, Harvard University. Cloth, illustrated, 160 pages. Price, 67 cents. The Gregg Publishing Company, New York.

The selections which this little volume contains are made with judgment from standard authors and classified under such groupings as "The Nation and Citizenship," "Patriotic Stories," "The Flag," "Patriotic Ballads," "Patriotic Songs," with a division devoted to "Two Great Americans"—Washington and Lincoln—and another containing the text of President Wilson's War Proclamation. In his introduction, President Eliot says that "patriotism lends to self-sacrifice, to co-operation in promoting the interest and welfare of fellow-country-

men, and to whatever labors the patriot believes may make his country freer, wiser and happier in the future." To assist instructors in making the best use of the book, the publishers accompany it with a manual in pamphlet form containing suggestions to teachers.

A Christian Educator: Sketch of the Life and Work of Rev. Brother S. Lawrence, of the Brothers of the Christian Schools. Paper cover, 32 pages, illustrated, De La Salle College, Aurora, Ont.

On the title-page of this sincere and inspiring tribute to a life of devotion and usefulness are the following words of Archbishop Ireland: "The Apostleship of the Church in these present times I consider to be principally in the hands of Christian teachers." In secular life Brother Lawrence was Lawrence Joseph Breen, one of the third generation in America of a family from County Clare, Ireland. He was born in 1875, and died on the 5th of July last. On the completion of his religious and professional training he was appointed to teach the second class at St. Paul's School, Toronto. In September, 1896, began his notable connection with La Salle Institute, the scene of his labors during the greater part of his subsequent teaching career.

High Speed in Typewriting: Being a Series of Advanced Lessons for the Development of Expertness in the Operation of the Standard Keyboard Typewriting. By A. M. Kennedy and Fred Jarrett. Cloth, imperial octavo, 36 pages. Price, \$1. Isaac Pitman & Sons, New York.

This is a practical treatise by experts. One of the authors, Mr. Jarrett, made an official record of 114 accurate words per minute for one hour's writing at New York in 1916, and six times won the title of Canadian champion typist. The drill which it prescribes and the suggestions it advances may be safely commended to all young typists ambitious of attaining exceptional proficiency.

The Home and Country Readers. Book IV. By Mary A. Laselle, of the Newton, Mass., High Schools. Cloth; illustrated; 366 pages. Price, 65 cents. Little, Brown & Co., Boston.

The high standard attained in the earlier numbers of this series was commended in an earlier notice, and is exemplified in the volume under review. The selections are good pieces of English prose and verse, worthy from the standpoint of literary criticism, interesting in themselves, varied in style and fresh in the sense that they are taken directly from their original sources—not compiled from other school reading books. The authors, mainly American, include earlier classics like Hawthorne and Poe as well as Joyce Kilmer and Woodrow Wilson. The love of home and country is an inspiring theme, which cannot be more efficiently introduced in connection with popular education than by means of the text-books used for instruction in reading. The American home is the corner-stone of

American institutions. In these books it is portrayed with insight and charm, while a high light is thrown also upon American civic ideals. Good reading well may be relied upon as a help toward the making of good citizens.

The Citizen and the Republic; a text-book in Government. By James Albert Woodburn, Professor of American History, Indiana University, and Thomas Francis Moran, Professor of History and Economics, Purdue University. Cloth, 416 pages. Illustrated. Price, \$1.50. Longmans, Green & Co., New York.

Intended as a text-book for courses in civil government in secondary schools, to follow or accompany a course in American history, this volume not only covers the ground occupied in older treatises, with expositions of the political system developed in America under the operation of the federal Constitution and the organic laws of the several states, but also discusses the newer phases of public activity comprehended under the designation of Community Civics. A careful examination of the work warrants the assurance that its authors have been painstaking in the performance of their task, bringing the information on every branch of their comprehensive theme "down to date," for which reason the volume may be commended not only for the purpose for which it is designed, but for perusal by older readers, who, engrossed with private business, have not in all directions kept up with the evolution of public affairs.

Christian Ethics: A Text-book of Right Living. By J. Elliot Ross, C. S. P., Ph. D., Lecturer in Ethics to the Newman Club, University of Texas. Cloth, 469 pages. Price \$2 net. The Devin-Adair Company, New York.

Here is a book that treats of the moral obligations of man not in the language or from the standpoint of stilted formalism, but in a candid, homely style, which elicited from Rev. Dr. Kerby of the Catholic University of America the commendation in a letter to the author: "You have brought ethical principles closer to life than any other writer whom I know." It expounds the science from the Christian standpoint, which holds that to please God is the ultimate end of man. The rights and duties of men as individuals and in their relations with other men singly and in groups, in the family and in the state, are clearly set forth with constant and illuminating reference to problems arising from conditions of the present time, when society is more complex than ever before. Many leading

Catholic educational institutions have adopted the book as a text. It will be useful in homes as well as in schools, and is likely to command attention also from thoughtful men entrusted with the function of legislation.

Your Neighbor and You: Our Dealings With Those About Us. By Rev. Edward F. Garesche, S.J. Cloth, 215 pages. Price, 75 cents net. Benziger Brothers, New York.

One of the charms of Father Garesche's books is that they are up to date. The reverend writer is a man of the Twentieth century, treating of life and its duties with full knowledge of existing conditions and using illustrations freshly drawn from contemporaneous experience and current observation. His style is easy and bright and entertaining, as well as earnest and persuasive. He sets Christian duty in a cheerful light, and shows that right living conduces to present happiness as well as to eternal salvation. "Your Neighbor and You," is a volume worthy of those from the same pen which have preceded it—and this is saying a great deal in its praise.

Children's Plays. By Eleanor L. Skinner, teacher of English, North High School, Columbus, Ohio, and Ada N. Skinner, St. Agatha School, New York City. Illustrated by Willy Pogany. Cloth, 270 pages. Price, D. Appleton & Company, New York.

Here are thirteen plays for juvenile actors. Some of them are wholly original; the others are adaptations made with a free hand from stories or plot incidents found in the works of various writers. All are interesting and strikingly dramatic. The book will be prized by teachers in search of bright, attractive plays suitable for school exhibitions.

A Catechism on Catholic Foreign Missions. Containing a Brief Sketch of the Daily Lives and Labors of Those Engaged in Converting the Heathen. Paper covers, 32 pages, illustrated. Central Office of the Holy Childhood, Pittsburgh, Pa.

Questions put to the compiler upon the occasion of his visits to the various parishes of the Boston Archdiocese in the interest of the missions are here set down, together with the answers, presenting in a simple form a body of information that will arouse lively interest in an activity of the church in which all are desired to cooperate.

The Barrier. By Rene Bazin, Author of "The Nun," "Redemption," "The Coming Harvest," "This, My son," etc. Cloth, 218 pages. Price, \$1.25 net. Benziger Brothers, New York. This is a French novel which can be safely permitted to fall into the hands of the young. While commanding attention as a piece of literary artistry, and presenting interesting pictures of modern life, with striking descriptions of scenery and vivid character sketching, it is thoroughly wholesome in tone. The heroine represents a lovely type of Catholic young womanhood.

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HUMOR OF THE SCHOOL ROOM.

Education His Aim.

A brawny farmer presented himself at a country school, dragging an overgrown boy reluctantly through the door. "What's yer limit here? This boy's after an education," he remarked.

The timid teacher replied that the curriculum embraced reading, writing, arithmetic, geography, history, Latin, French, algebra, trigonometry.

"That will do," interrupted the farmer. "Load him up heavy with trigonometry. He's the only poor shot in the family."

TO BE PITIED.

Historical controversies are creeping into the schools. In a New York public institution attended by many races, during an examination in history, the teacher asked a little chap "who discovered America?"

He was evidently thrown into a panic and hesitated, much to the teacher's surprise, to make any reply.

"Oh, please, ma'am?" he finally stammered, "ask me somethin' else."

"Something else, Jimmy? Why should I do that?"

"The fellers was talkin' 'bout it yesterday," replied Jimmy. "Pat McGee said it was discovered by an Irish saint. Olaf he said it was a sailor from Norway, and Giovanni said it was Columbus, an' if you'd a' seen what happened you wouldn't ask a little feller like me."

SELF-DETERMINATION.

Two boys who managed to be unruly in school so exasperated their teacher that she required them to remain after hours and write their names 1,000 times. They plunged into the task. Some fifteen minutes later one of them grew uneasy and began watching his companion in disgrace. Suddenly the first broke out with despair between his sobs and said to the teacher:

"Taint fair! His name is Lee and mine's O'Shaughnessy."

HOW HE "SETTLED" JOHNNIE.

The young teacher had been having a trying time with her nature study class because Johnnie had discovered he knew more than she did about birds and frogs and had assumed a decisive attitude in consequence. She appealed to the man principal who replied, "Next time you have the class, let me know, and I'll come in and take charge of it. I think I can settle Johnnie." He was duly called in and all went well at first. With confidence the principal said at the conclusion of the lesson. "Now you may each ask me one question." Johnnie had been silent up to this time. When it came his turn he rose and asked: "Has a duck eyebrows?"

A Good Sense of Humor.

After a disturbance had occurred in George's corner of the room, the teacher called him up to the front, made him hold out his hand and whipped him for the trouble he made. As soon as he got back to his seat he laughed, and the teacher said, "George, you don't seem to have had enough; come up here again." George went up and the teacher gave him another whipping. When he got back to his seat he chuckled again and the teacher was so angry she was going to call him back and whip him harder than ever, but she said, "How do you dare to laugh after I have whipped you?" George answered, "Why, I never did it; you're whipping the wrong boy."

Its Application to the Scripture.

As the old parish priest strolled along the street, he spied one of his parishioners making a vigorous attempt to apply his penknife to the tail of a captive cat.

The next day at catechism class, he recognized the young culprit, pointed out to him the heinousness of his crime, and wound up by asking: "Which of you, my dear children, can quote a passage from Scripture which refers to a similar case?"

Profound silence. Then suddenly a voice piped up triumphantly from the last seat: "What God hath joined together let no man put asunder."

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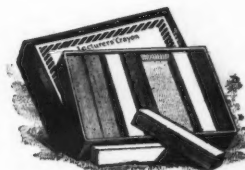
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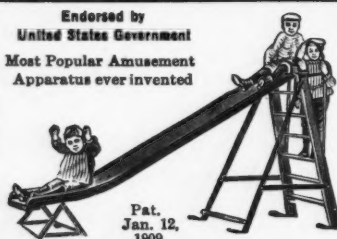
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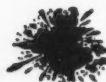
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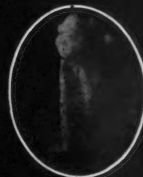
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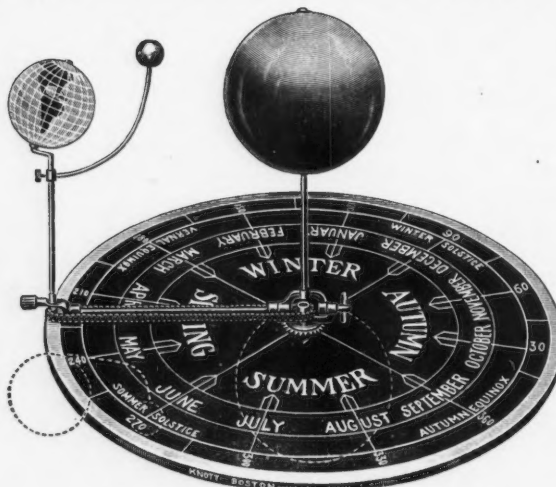
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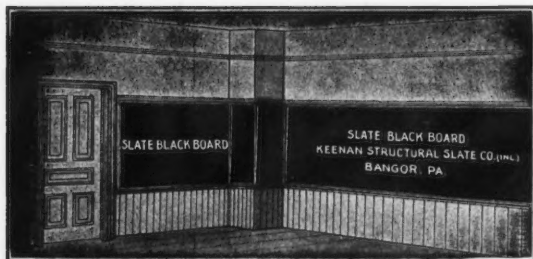
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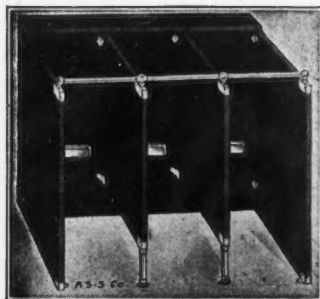
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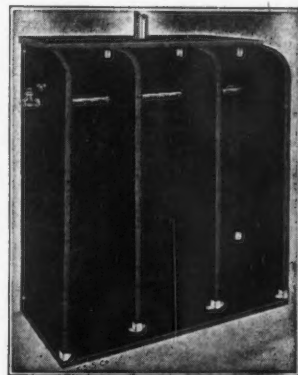
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